North Carolina Libraries

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— Dale Gaddis, Page 48

NORTH CAROLINA LIBRARIES

SUMMER 1996

LEADERSHIP IN LIBRARIES

Guest Editor, *Robert Burgin*

FEATURES

Cover: Photo by Rose Simon.

From the President

Dave Fergusson, President _____

Before I begin my laundry list of topics, I want to recommend the North Carolina Association of School Librarians' 1996 Biennial Conference "Balancing Our Information Future," in High Point, August 7-9. This NCLA section always hosts a wonderful biennial conference and this year's speakers look great. Authors Floyd Cooper and Wil Clay will speak, along with *Omni* magazine editor Keith Farrell. Pre-conferences address multiculturalism, teaching information skills, and multimedia materials. You may call Karen Perry for information, (910) 886-8187; there is also on-site conference registration and visiting librarians have free access to over 80 exhibitors.

If there is one thing we hear over and over, it's that librarians (or cybrarians) must be at the forefront of the electronic information revolution or we'll perish. One problem: NCLA has had a working listserv running for well over a year now and of the (as I write) 1,672 NCLA members, only 295 are subscribers. SHAME on the rest of you! Order an official NCLA hair shirt today for $10.95. *NCLA-L* is a great, fast, cheap method of communication. More and more Association business and North Carolina information will be posted this way to keep you informed.

Please subscribe now. It is very easy. It's free, and you could become a rich person! (Not for any reason associated with *NCLA-L*, but it could happen.) To subscribe, send an e-mail message to: **listserv@ils.unc.edu** and do not enter anything in the subject line. In the body of the message type: SUBSCRIBE NCLA-L YOUR FIRSTNAME LASTNAME. Simple, eh? Then just sit back and wait for the money to come rolling in. If you have questions, please contact John Via at (910) 759-5483 or jev@wfu.edu.

When thinking about the condition of the Association during the past few weeks, my mood has changed elevations regularly. At a recent meeting of the Finance Committee, ably chaired by Teresa McManus, we rediscovered after some discussion, as each Finance Committee seems to do, that the North Carolina Library Association has actually operated with a deficit budget for a number of years now, and that we need to change our method of operation very soon. We are not, like some library associations, in any danger of financial collapse, but unless we make some changes, we will no longer be financially healthy and our effectiveness will be severely limited.

On the up side, John Via put together a successful Legislative Day visit to Washington, D.C., May 6-7, and libraries are hopeful of continued Congressional support. Having often made this trip, I sometimes wonder if we really get much payback for our efforts, but federal library support has actually had great effect in North Carolina where every little bit helps. Six North Carolinians were honored by the ALA Washington Office at their 50th Anniversary Gala and made us proud: Mary Kitt Dunn, Dr. Edward Holley, Dr. Gene Lanier, Dr. Marilyn Miller, the late Dr. Annette Phinazee, and Elinor Swaim.

Because so many of us consider politics a dirty business, we probably are less effective politically than most other urbanized groups. This is the time of year to get involved. Writing your elected officials personalized letters is very effective. Getting in on the ground floor with political newcomers pays off later with interest. Saying good things about politicians to people with whom they come in contact can work, because they feel that you are promoting them even when they are not around. (I know this can be a tough one.) Finally, work with NCLA, the State Library, or your administration or board when the call goes out. Your non-librarian friends will often help out and be very effective.

As 295 of you know by now, the most complex sections of the "Report of the Task Force to Study Governance of NCLA Executive Board" have been posted on *NCLA-L* for input from you, the members. These sections are topics of discussion at the August 7th Board meeting in High Point, which coincides with the NCASL Conference. Section (1) addresses a possible structure for apportioning voting members on the Board to be most equitable, efficient, and effective. Section (5) recommends a self-study which should include, among other things, possible restructuring of the College and University Section and the Community College Section.

I hope you have taken the time to give your Section or Round Table heads any observations you may have about these issues. And I invite you to send *any* observations about NCLA to me or any other members of the Executive Board at any time. I know that NCLA is most effective at the grass roots level where so much activity, including excellent educational opportunities, develops, but your input concerning administrative matters is always welcome.

Leadership for North Carolina Libraries:

Now is the Time to Choose

by _Dale Gaddis_

During the 1993-95 biennium, the Library Administration and Management Section of NCLA took on the theme of leadership development as a primary focus for its activities. Three main strategies for leadership development were planned:

- _To offer learning activities through structured workshops and conference programs_
- _To launch the planning for the first of biennial NCLA-sponsored leadership institutes_
- _To sponsor an issue of_ North Carolina Libraries _dedicated to the topic of leadership_

As past chair of the section, I am pleased to say that with this publication, we have met all of our objectives. Time will tell whether they will contribute to achieving the outcome we seek of preparing librarians for leadership roles now and into the next century.

The quest for effective and transcendent leadership is fundamental to human nature. Each generation faces its own challenges which call for a particular kind of leadership. The reason that leadership has remained of primary interest throughout history is because it is both essential to moving the world forward toward an acceptable vision and because there is too often a true void in effective leadership.

Libraries and the library profession are currently facing major challenges that require the emergence of creative and dedicated new leaders and perhaps the renewal of our older leaders. We are in an increasingly competitive situation — for funds, for support, for the very meaning of our existence. Technology is changing the way people view the need for libraries and the way we view ourselves. In an article on a leadership institute sponsored by Ohio libraries, Sarah Ann Long stated, "We build new libraries and behave as if they are permanent fixtures in American life, despite the fact that library schools have closed at the rate of one

per year for the last fifteen years and new developments occur daily in the information delivery business. Some library pundits predict the demise of libraries as we know them. Change is in the air."[1] We need people with vision for a new future and the skills and commitment to lead us to that vision as we deal with these times of enormous change and threats to our existence.

Beyond our own institutions, our communities and parent organizations are also facing tremendous challenges. Librarians have skills and libraries have resources that are desperately needed by our communities if they are to meet these challenges. Paul Evan Peters, Executive Director of the Coalition for Networked Information, makes the rather bold statement in an article in _Library Journal,_ that "some of the most important questions about quality of life and mind in the Information Age hinge on the library community's ability to realize that it is in the vanguard of this new period." He goes on to say that

"libraries must learn how to place their expertise at the disposal of community networking priorities and objectives ... We must improve our ability to convert the relatively high social standing we enjoy to real influence and resources."[2]

Librarians, therefore, must gain the leadership capacity to position themselves to play a more active and visible role in addressing community and organizational issues in collaboration with others in the community. We need to know how to achieve influence in the communities we serve and recognition of the roles we can play.

Knowledge of leadership and skills

Knowledge of leadership and skills in leadership will not do any good, however, if we then do not choose and dedicate ourselves to be leaders.

in leadership will not do any good, however, if we then do not *choose* and dedicate ourselves to be leaders. It is only with this level of energy and commitment that our profession, our institutions, and our communities will move forward.

What is Leadership?

Warren Bennis, an acknowledged leadership guru, states that there are more than 350 definitions of leadership and that after decades of academic analysis and thousands of empirical investigations of leaders in last 75 years, we have come to no clear and unequivocal understanding of what distinguishes leaders from non-leaders, or what distinguishes effective leaders from ineffective ones.[3]

The essence of leadership becomes evident, however, when juxtaposed with the concept of management, as John Secor and Lynne Branche Brown did in their paper entitled "Dry Bones, Part II," presented by Mr. Secor at the LAMA President's Program at the ALA Annual Conference on June 25, 1995. They claim that "the primary function of leadership is to produce meaningful change whereas that of management is to bring order to change and keep the organization on goal."[4] They quote John Kotter from his book, *A Force for Change: How Leadership Differs from Management*, as saying that the concept of management was developed to deal with complex organizations (to keep them on time and on budget). Leadership, on the other hand, "does not produce consistency and order...it produces movement. Throughout the ages, individuals who have been seen as leaders have created change."[5]

So, what makes one effective at creating change in an organization or within society? Bennis states that "vision is the commodity of leaders, and power is their currency."[6] We need to know where we are going and to have the means to get there. The word "power" has struck a chord with me, because I think that much of our interest in leadership comes about because of a feeling of powerlessness. Bennis defines power as "the basic energy to initiate and sustain action translating intention into reality, the quality without which leaders cannot lead."[7] Our need to learn what makes a good leader comes from a desire to discover how we can gain the power to effect the changes we feel are important or to produce the vision we see for ourselves, our organizations, our communities, our world.

Power is only effective and appreciated when it is used to achieve an *acceptable* vision, however. And when change is so constant and so rapid, it is very difficult to maintain a vision or recreate and communicate one as rapidly as we are expected to. So one of the true challenges of leadership today is to create and communicate a vision of a better future that incorporates an understanding of, and effective response to, rapidly changing conditions.

Can Leaders Be Trained?

Early theorists believed leaders were born and that people could not be trained to be effective leaders. This theory evolved to a belief that leaders were determined by circumstance. The study of leadership was centered then in the more traditional disciplines: the study of history, for example, was essentially the study of leaders and their impact on societies, nations, and the world. *Current* understanding of leadership presumes that individuals can develop into leaders and leadership skills can be acquired. Leadership study now has become a discipline in its own right and has become prevalent in all fields of activity, rather than focused in arenas such as the military and political.

All professions and most large corporations now are sponsoring leadership development programs of some sort. A recent article in *The News and Observer* told of university programs beginning to teach leadership at the undergraduate level: "Across the country, at least 600 colleges and universities have embraced the idea that leaders are not simply born — they can be made."[8]

A very strong element of self-awareness and self-direction is required in the process of being "made" into a leader, however. James Kouzes and Barry Posner, in their book *The Leadership Challenge*, postulate that "Wanting to lead and believing that you can lead are only the departure points on the path to leadership. Leadership is an art, a

performing art. And in the art of leadership, the artist's instrument is the self. The mastery of the art of leadership comes with the mastery of the self. Ultimately, leadership development is a process of self-development."[9]

Effective Strategies for Leadership Development

What can North Carolina librarians do to become and remain leaders in the profession and in the communities they serve? Kouzes and Posner outline four main strategies for developing leadership capacity:

- Assess yourself.
- Broaden your base of experience.
- Observe others.
- Participate in formal education and training.

An effective leadership development program, whether it is designed personally or is a structured curriculum will include elements of all of these strategies.

Assessing Oneself

"The quest for leadership is first an inner quest to discover who you are."[10] What is your own personal vision and purpose for yourself? How do you define yourself; what are your individual characteristics and style? This is a very personal process, but one that can be pursued in a variety of ways, from participating in structured programs and utilizing formal assessment tools to reading what Stephen Covey terms "Wisdom Literature," which he defines as "that portion of the classic, philosophical, proverbial, and inspirational literature that deals specifically with the art of living."[11] Taking time for introspection is crucial.

Effective leadership training programs include tools and experiences which help participants assess themselves. William and Lorraine Summers, who have served as mentors at the Snowbird Library Leadership Institute, have

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written, "if there is a key identifying concept of the ... Institute, it is probably the belief that being a leader depends as much as anything else upon knowing and being comfortable with who you are and having confidence in yourself."[12] Sherwin Rice, director of Bladen County Public Library, who attended the institute in 1994, says she "came away with a better understanding of myself and the way I relate to others. This is extremely important for new librarians hoping to be a proactive force in their communities and in their chosen profession."[13] The emphasis in leadership training "on the idea that 'however you are, it's good and it's needed' is important and empowering."[14]

Group settings for self-assessment can be helpful, but I personally need to retreat by myself to get in touch with what really is important to me and my sense of who I am and who I want to be, so that I can keep focused towards goals that are self-fulfilling. In his book *First Things First*, Stephen Covey gives several suggestions for guiding this kind of self-searching.

Self assessment is not a one-time "do it and get it over with" kind of thing. In fact, I believe that a regular practice of checking in with who you are becomes more important as you progress through your career. One does not become a leader and *stay* a leader without continuing to keep one's pursuits in tune with one's vision and desired purpose. Just as changing conditions affect our organizations and impact their missions, personal experiences and life changes may affect one's individual purpose and goals. They even may affect one's own personality pattern and style; for example, my own Myers-Briggs type changed following several years of very difficult challenges in my job as library director.

Broadening One's Base of Experience
It is difficult to conduct any sort of self-assessment in a vacuum. How can you know what your interests are and what your desired purpose is for yourself if you are not aware of the possibilities? How can you know what your skills and talents are unless they are tested? How can you have a vision for your profession or your institution without experiencing the larger community in which they serve and operate?

Kouzes and Posner note that "the leader...is usually the first to encounter the world outside the boundaries of the organization; and the more you know about the world, the easier it is to approach it with assurance."[15] Such involvement makes one aware of the forces that affect the organization and the role that the organization can play in the larger scheme of things. It both provides opportunity for personal growth and helps to develop the community's awareness of the leadership potential found in the library profession as a whole.

The Center for Creative Leadership in Greensboro found in studies of effective leaders in business that the following work experiences played a large role in developing leadership skills:

- Being given increasingly broad responsibility in one's work
- Being given assignments at corporate headquarters that have high visibility
- Working on project teams and task forces
- Dealing with hardships and business crises [16]

In other words, a large part of leadership development occurs on the job. To become a leader, one must be given and must accept responsibility outside one's normal sphere of influence; one must be willing to take the risk of handling situations and tasks which do not come easily and in which one might fail. Such experiences frequently demonstrate both to one's superiors and to oneself talents and skills that might not have been recognized otherwise. Serving on project teams and committees enhances one's ability to work with diverse groups and to develop strategies for influencing others in nonhierarchical relationships. Handling crises and dealing with hardships often triggers self-insight as well as a deeper understanding of the needs of others in these situations.[17] These are important statements not only for the individual who is seeking to be a leader, but also for the person in authority who is seeking to develop the leadership capacity of the organization.

In larger libraries, there are usually many opportunities for involvement beyond one's own normal area of responsibility. In Durham, for example, the library currently has committees assigned such tasks as addressing circulation policy issues, computer system use and enhancement issues, ADA concerns, Centennial planning, and fine and fee collections. Having broad representation in these groups helps the library to get a diversity of thought on the issues and spread the burden of the tasks involved, but also is a way to encourage leadership development throughout the organization. In smaller libraries, it is likely that these issues are handled on a more informal basis, but because there are fewer staff to carry the library forward, the opportunities for leadership development are likely even more pronounced.

It also is important to look to the larger organization — the governmental unit, the university, the school, the corporation — for opportunities for involvement. Durham's interim county

manager has established countywide "smart teams" that have dealt with such issues as streamlining the payroll process, streamlining purchasing, and following up on employee suggestions for improved countywide operations. Members of these smart teams have tended to come not from the higher management levels of county government, but are rather employees whose department heads have identified as having particular knowledge and experience, the capability of identifying the larger issues involved, and the ability and willingness to participate actively in the problem-solving process. Not only are the rewards personal ones for the individuals involved and practical ones for the larger organization, but also the involvement builds a broader awareness of the role of the library within the organization and provides the potential for placing the library in a leadership position to help carry the larger organization forward.

Opportunities for library staff involvement also exist at the community level. Increasingly, there is an emphasis in communities on collaboration among agencies and institutions in planning for a desired future for the community and addressing common issues of concern. Groups formed for such purposes as designing community networks, addressing economic development concerns, planning for lifelong learning opportunities and improved educational systems, and addressing the needs of young children are all appropriate venues for involvement of library representatives. It is through this type of experience that we learn how to gain influence and make the most effective use of our resources, as well as broadening community awareness of the library's value to the community.

Library professional organizations are tools to carry our influence beyond our own community to state and national arenas and provide the peer support needed to succeed on the local level. They provide many opportunities for leadership development and network building. All sections of the North Carolina Library Association are looking for active committee members; committees exist for almost any area of interest for librarians. By looking beyond library-specific professional associations and becoming involved in organizations that are connected with a particular area of pro-

fessional involvement such as the North Carolina Association of Volunteer Administrators, the North Carolina Alliance of Information and Referral Services, the North Carolina Literacy Association, to give just a few examples, librarians expand their connections with the world beyond the library and enhance the awareness of the library's role in these areas.

If family or other interests or responsibilities limit the time one can spend on professional activities beyond the community, there are valuable leadership development opportunities in such venues as churches, parent teacher associations, neighborhood associations, recreational associations, arts organizations, etc. One gains confidence and connections that not only serve the individual, but the library as an institution and the library profession as a whole.

Observing Others

One of the primary ways one learns to be a leader is by observing and learning from the successes and failures of others who are in authority positions. It seems that we get good practice in learning from others by observing first our own parents and then the teachers we encounter as we progress through the educational system before we encounter the superiors in the organizations in which we work. In all of these situations, we have a very personal perspective and understanding of the effect of their authority and whether or not they are effective leaders.

There are three primary objects of observation in our professional life and each plays a distinct role in our personal development: our immediate supervisor and/or others at management levels in the organization or in leadership positions in community or professional groups in which we participate, our peers, and our mentor (if we are fortunate enough to have one — or more).

It is a rather common activity to observe one's immediate supervisor. To

make this act of observing a positive learning experience, it should not be just a personal reaction to the individual, but rather, as much as is possible, an objective appraisal: what does this person do that has positive results; what does he or she do which is not successful? Are there particular positive characteristics that are important to emulate, and negative ones that are important to avoid? Supervisors also are important sources of feedback, advice, and counsel regarding one's own talents, abilities, and shortcomings. To develop, one must be open to this feedback and seek an understanding of areas in which one needs to improve, as uncomfortable as that may be.

Peers are important sources of information in dealing with common challenges. For instance, I gain a wealth of information in dealing with the challenges of running a library and public institution from talking with and observing my colleagues in the North Carolina Public Library Directors Association, fellow Durham County department heads, and directors of other agencies in Durham. One does not have to be a director to be able to learn from peers. Each section of NCLA is a valuable source of peer support and guidance, as are other professional associations.

Having a mentor is often mentioned as a crucial element in leadership development. Mentors are role models. But, in addition to being the model, they play an active role in identifying leadership potential in others, and then urging, directing, and coaching others in the fulfillment of that potential. It is extremely important for those who are in leadership positions to recognize and assume their responsibility to develop the leadership capacity of others. Those who wish to become leaders must try to find a role model who will accept the challenge and responsibility of mentorship. Becoming a mentor is in itself a stage of leadership development for those in advanced stages of their careers. It is a way to keep one's vision alive beyond one's own tenure. By connecting with a younger person with energy and creativity, it also is a way to gain a new sense of the future and renewed purpose.

The use of mentors is a key ingredient in the program of the Snowbird Institute and the other library leadership institutes that Snowbird has spawned. National library leaders are identified to participate as mentors in the program. These are seasoned individuals with extensive experience who are viewed by

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many as role models, have mentored others to become leaders in the profession, and are willing to share themselves openly. Significance of the use of mentors in leadership training is evidenced in this response in an evaluation of Ohio's leadership program: "They were living, breathing visions of what we may one day become: powerful, committed professionals who are real people with personal lives." [18]

It may, however, be difficult to find a role model who will become a mentor. Important lessons can still be learned, however, from role models with whom one has no personal relationship. They may be contemporaries or may be historical figures. Kouzes and Posner recommend making it a regular practice to interview, observe, read about, or watch films or videos about leaders one admires. [19] One technique currently being used in management and leadership training programs is to "shadow" people in leadership positions. I have had students the last two years from Duke's School of Public Policy shadow me for a day to see directly how I spend my time, what daily challenges I face, and how I deal with them. This type of activity can help one decide whether he or she really wants to be in a position of authority and leadership: a recently-developed Durham Public Schools leadership training program had participants shadow principals for two days; following that experience, several of the participants decided that they no longer wanted to become principals.

Education and Training
According to Kouzes and Posner, a minimum of 50 hours a year should be

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spent on personal and professional development; award-winning companies support an average of 100 hours a year. On the average, companies spend 1.4 percent of payroll on training; award-winning companies spend twice that amount. [20] We are in a knowledge-based economy, and certainly librarianship is a knowledge and information-based profession, requiring that its members continually expand their knowledge and skills.

Included in the self-assessment described above should be an analysis of education and training needs. From this analysis will come the information needed to determine one's own learning agenda. Kouzes and Posner have developed a Leadership Practices Inventory that can help to assess development needs. In his book *The Fifth Discipline*, Peter Senge defines five learning (and leadership) disciplines that are essential to leading organizations to "master the forces of change": systems thinking, personal mastery, mental models, building shared vision, and team learning; [21] analysis of one's capabilities in each of these disciplines can also provide a guide to establishing one's learning agenda.

Many opportunities exist for librar-

ians to pursue leadership training through formal educational programs in North Carolina. In addition to the availability of five schools that offer degree programs in librarianship, a wealth of applicable learning opportunities both inside and outside the university setting and inside and outside the profession are available.

In a cursory search for leadership training offerings by North Carolina universities, I found several programs at Duke, a leadership academy at North Carolina Central University, and the Leadership Center at UNC-Wilmington. The Institute of Government at the University of North Carolina at Chapel Hill offers a variety of programs that address leadership training needs. And, of course, one of the premier leadership training organizations in the country is found in Greensboro: the Center for Creative Leadership.

At the community level, Chambers of Commerce often offer leadership training opportunities. An example of such a program is Leadership Durham. This program identifies potential community leaders and provides them with the information and encouragement needed to spur action and involvement in the community. An essential aspect of this program is the development of a vision for the community. It provides participants a network of contacts in the community that will be vital as they work towards achieving this vision. It is important that librarians be represented on these leadership teams if libraries are to be seen as playing a key role in the future of the community.

Often one's own parent organization will provide leadership training. As already mentioned, the school system in Durham has begun a regular leadership development institute targeted at those who have shown interest in becoming a principal or assistant principal. It seems that librarians often do not participate in such programs because they do not see themselves stepping out of the profession into a broader administrative role, but perhaps if more did, librarians generally would gain stature and influence within the organization.

Library professional associations are a very important source of leadership training. It is a primary role of the North Carolina Library Association to provide continuing education for the profession in North Carolina. Knowledge is shared and gained through workshops, conferences, exhibits, and award-winning publications.

NC LAMS

The section of NCLA which has identified leadership as a topic of continuing attention is the Library Administration and Management Section (LAMS). LAMS is a relatively new section of NCLA, having received section status in 1989. This followed an initiative begun by Patsy Hansel, then President of NCLA, who was responding to a need in NCLA for more focus on administrative and management issues across library types. Since its formation, the mission of the section has been to offer development opportunities to librarians in the areas of administration, management and leadership. Programs are designed to address management and administrative issues faced by staff at all levels of an organization and across library types. LAMS has provided not only traditional workshop and conference programs, but has offered a nontraditional learning experience in the form of a Ropes Course, which utilized physical, outdoor challenges to identify and develop leadership capacities.

LAMS also is a charter member of the Council of LAMA Affiliates of the American Library Association (COLA). Through this association comes the opportunity to bring institutes sponsored by the Library Administration and Management Association to North Carolina. An example of such an institute was the Leadership Survival Kit that was offered as a preconference to the 1995 NCLA Conference and conducted by Dr. Abigail Hubbard. In looking to the future, the opportunity exists to bring the follow-up institute led by Dr. Hubbard entitled "Organizational Culture: Pathway to Success," or the 1995/96 LAMA Institute of the Year entitled "Creating Alliances: Maximizing Library, Community, and Industry Partnerships."

LAMS had considered developing a leadership institute since its creation, and finally through its 1993-95 planning process, spurred by the visions developed for the biennium by the NCLA Board, established the objective of launching a biennial, NCLA-sponsored leadership institute in 1996. The need for an Association-sponsored leadership institute was reaffirmed in a recommendation included in a June, 1995 report from the Task Force to Study Governance of the NCLA Executive Board, appointed by Gwen Jackson, which stated: "A prime responsibility of the Board and Association itself is to develop leadership for the profession. Some forum or program should be institutionalized to allow for the identification and nurturing of emerging leaders in the profession. Leaders should be recruited from all sections and roundtables and mentored."

There were two competing visions for the Leadership Institute in the planning process:

- one which would be unlimited in enrollment and low in cost to encourage the broadest possible participation, and
- one which would focus more intensely on developing a more limited number of individuals with demonstrated leadership potential, and requiring a higher financial investment per participant.

Since the ultimate vision was to develop leaders who will actually become change agents in North Carolina and have an impact on the development of the profession, it was determined that a more focused and intensive program

... a minimum of 50 hours a year should be spent on personal and professional development ...

with a limited enrollment would have both a more immediate and long term effect. The role of LAMS will be to continue to offer leadership development programs which encourage broad participation and thus expand the impact of the institute.

Three overriding goals were established for the institute:

- To develop future leaders for North Carolina libraries and for the library profession.
- To develop the capacity of North Carolina librarians and library professionals to become leaders in the communities they serve.
- To enable the profession to become a force for positive change in society.

North Carolina librarians and library paraprofessionals, who are members of NCLA and who exhibit significant leadership potential and commitment to the development of library service in North Carolina, are the target participants for the institute. An objective is to ensure diversity in representation, taking into consideration ethnicity, culture, gender, geography, library type, and job type and classification. Those who already are recognized as leaders in the profession in North Carolina are not eligible to apply, but are considered for the positions of mentors in the institute.

Selection of participants is made by a committee composed of representatives from various types of libraries and a non-library member. Applicants may either be nominated or may self-apply.

The first institute will be held October 10-13, 1996 at Brown Summit, N.C. Schreiber Shannon Associates (Becky Schreiber and John Shannon) of Placitas, New Mexico were selected to conduct the institute. The consultants are organizational development specialists and are using the concepts they developed for the Snowbird Leadership Institute as a basis for the North Carolina program.

The curriculum for the North Carolina Institute addresses six basic areas:

- self assessment
- environmental assessment
- creating and communicating a shared vision
- gaining position and power
- managing organizational change
- acting with courage

The institute is structured so that learning occurs in four different environments: the community group, the learning group, the support group, and

on one's own by oneself. In the learning group, in which participants apply what they have learned in the more formally structured community group, mentors play a crucial role. Six mentors, who are drawn from the current professional leadership in North Carolina, participate throughout the program and share their experiences, successes, failures, joys, frustrations, wisdom, perspective, and advice.

To ensure that the institute has a continuing effect on the participants, the last activity is focused on specific action they will take when they return to their home environments or within NCLA itself. The intention is that several follow-up sessions, to be designed by participants, will be held in the first year following the institute to reinforce the learning acquired at the institute and to provide opportunities for practicing the leadership lessons learned.

The Choice is Ours

With all of the opportunities currently available and being created for North Carolina librarians to develop leadership capacity and the potential that exists in each of us, there is no excuse for libraries and librarians not to be in the vanguard in our larger organizations and in our communities. Peter Senge asserts that to become a leader, we must not just want to be a leader — we must choose to be a leader. "Wanting is a state of deficiency — we want what we do not have. Choosing is a state of sufficiency — electing to have what we truly want ... Only through choice does an individual come to be the steward of a larger vision."[22] The opportunities are there for librarians to be leaders; the choice is up to each of us.

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[21] Peter M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York: Doubleday/Currency, 1990).

[22] Senge, 360.

Leadership 101:
Survival Skills for School Media Coordinators

by *Augie E. Beasley*

Are you a proactive school library media coordinator? A library leader constantly promotes the school library media program and services to the students, faculty, administration, and parents. In addition, the proactive media coordinator serves on various school committees and is considered a department head and attends departmental chairperson meetings.

Yes, we have all heard this, and there is a need for the theory of leadership in the school library profession. But what many of us need are the nuts and bolts of being a leader. We need survival tips — tips on: public speaking, writing goals and objectives, media/curriculum coordination techniques, (d) negotiating skills, stress management, and time management.

Public Speaking

One step to becoming a leader is learning to share your ideas, and so a practical and needed survival skill is public speaking. Public speaking allows you to explain the importance of the media program in the school curriculum.

Speak to groups other than media coordinators, or as my mother says, "Don't preach to the choir or the deacons." Contact your local Chamber of Commerce to see what organizations would be interested in having outside speakers. Use these speaking engagements to "sell" the media story.

Public speaking is an important part of the proactive media coordinators armory. However, many media coordinators avoid public speaking, using such

excuses as "I'm not good at public speaking, " "People will laugh," or "I get too nervous." Consider, however, that one of the greatest orators of the twentieth century disliked public speaking. James C. Humes's article, "Churchill on the Stump," notes that Winston Churchill worked hard to become a great speaker: he had a stutter and a congenital lisp. Humes quotes Churchill as saying, "I never say 'it gives me great pleasure' to speak to any audience because there are only a few activities from which I derive intense pleasure, and speaking is not one of them."[1]

By being prepared, however, you can channel this nervous energy to work for you. Planning is the key to being calm at the podium. When planning your speech, you need to know three things:

(1) What is the objective of my presentation?
(2) Who is the audience?
(3) How much time do I have?

The optimum time for most speeches or presentations is 20 minutes. Always remember, a speech or sermon can never be too short. Any good speech has an introduction (about 20% of your time), a body (about 70%), and a closing (about 10%). Arrange your points in a logical sequence and then begin to write your speech. As you write your presentation, check the number of times the words "you" and "I" are used. The ratio should be about ten "you's" to one "I." The audience wants to know how it can do things, not how well *you* do them. Write your presentation in a conversational tone. Do not use long, complex

sentences. You are writing to be heard, not read. As you work on your speech, refer often to your objectives because they will keep you on track.

At the end of your talk, do not say "thank you" and sit down. Let your audience know you are finished by saying something like "in conclusion" or "let me summarize." If you have a question and answer period at the end of your talk and you do not know the answer to a question, say so. By being honest, you add verisimilitude to what you have said.

In the final copy of your speech, triple-space your copy, highlight key words, and note where visuals will be used. Also, print your text in large, easy-to-read type. Learn from my mistake, and number the pages of your speech. If you drop your speech and the pages are not numbered, you are in big trouble, especially if your audience is walking in the door.

Memorize only the opening and closing of your presentation. A good start will boost your confidence and lead into the strong finish you want. Use your written speech as a guide. Do not attempt to memorize your entire talk. If you have practiced, the text will act as a prompt.

Practice is a must for good presentations. Practice. Practice. And more practice. Practice standing in front of a mirror, using an audio tape recorder, or preferably a camcorder. Review your presentation to improve your performance.

As you walk to the podium, walk confidently. Remember that your audience wants you to succeed. At the po-

dium, use the following tips to improve your presentation:

- Use a comfortable stance, not a rigid one
- Use eye contact. Throughout your presentation, look directly at different members of the audience. This way, you seem to be speaking directly to almost everyone in the audience. Talk to your audience and not to some vague point in the back of the room
- Use gestures to highlight important points in your talk
- If you lose your place, pause until you find it. Listeners perceive pauses as signs of assurance and control
- It is normal to feel stress. Put it to work for you. Use your nervous energy to energize your audience

No, having strong public speaking skills is not the definitive answer to becoming a strong leader in your school, community, state, or nation. It is just one of the many survival skills that you need to master.

Writing Goals and Objectives

Another important leadership skill is the ability to develop goals and objectives for the school library media program. Strong leaders have strong planning skills. Each year, develop goals and objectives for the media program and distribute these to the administration. Long-range goals, as well as short-term goals, should be developed. Some areas in which goals can be developed are:

- media skills instruction
- media production for students and teachers
- public relations
- organization of materials
- media center atmosphere
- professional activities

An example of a short-term goal for a school year would be planning with teachers to develop independent research activities for students. An example of a long-term goal for several years would be implementing computer applications for library management.

Be sure to include specific indicators that show the activities that are being used to meet the goals or the methods that will be used to evaluate progress or completion of the goal. Give copies of the goals to the principal and evaluate progress on a regular basis during the year. At the end of the year, write another report for the principal on the goals reached and future strategies for accomplishing long-range goals.

Media/Curriculum Coordination Techniques

Unlike public and academic librarians, and unlike other media professionals such as videographers and audiovisual specialists, the school library media coordinator is first a teacher. Media/curriculum coordination emphasizes the planning and teaching of media skills in conjunction with classroom instruction. The media coordinator and the classroom teacher work together to ensure that students have the opportunity as well as the need to use media resources and services. Communication (written and oral), cooperation (teacher and media coordinators), and planning are the keys to the success of the concept. The process may begin with an individual teacher, but the goal is cooperation with all faculty members.

Cooperative planning is a wonderful idea, but how does one implement curriculum in the school? The following seven-step process will work, given enough time.

1. Make the First Move.
Begin with one or two teachers who appear receptive to new ideas. Map out your ideas ahead of time. Show them the services that you have available. Offer suggestions of possible ways that media skills could be integrated with their instructional units.

2. Find Out What's Happening in the Classroom.
Distribute planning sheets that teachers may use to keep you aware of their activities. Schedule time for planning with teachers as well as talking informally with them. Attend departmental, grade level, or curriculum meetings. This will show them that you are sincere in your efforts. Of course, visiting the classroom is another way to learn about what is happening. Make sure, however, that teachers understand that your visit represents a genuine interest in classroom activities and is not a spy mission.

3. Determine Needs of Students.
With the teacher, determine what media skills should be taught, based on an assessment of student needs. Develop a media skills test or use one of the available standardized tests.

4. Plan! Plan! Plan!
Use the state curriculum plans for media as well as other subject areas when deciding which specific media skills to teach in relation to classroom concepts being taught.

5. Choose Best Format/Technique.
Decide on the best format or techniques for presenting media skills to classes, such as transparencies, sound/slide presentation, mutimedia, hands-on, learning centers, or video production.

6. Provide for Evaluation.
Develop a method of evaluation to be used by students, teachers, and media coordinators.

7. Try Different Approaches: Once is Not Enough! Be Persistent.
Remember that it takes time and effort to make cooperative planning work. It may take several contacts before teachers will agree to try.

Negotiating Skills

School library media professionals and other educators are not used to negotiating, or as some people call it, "the art of compromise." But, they should be. It is a necessary leadership skill.

Be aware of the types of bargaining you will be doing. Fisher and Ury's book, *Getting to Yes*, speaks of several common but unproductive types of bargaining.[2] One of the most common is positional bargaining, a tactic that should be avoided because it tends to lock you into positions. The more you defend your position against attack, the more committed you become to that position. The classic example of positional bargaining is the haggling for items at such places as car lots, attic sales, and the ultimate minuet: buying a house.

When you engage in positional bargaining, you often try to improve the chance that any settlement reached is favorable to you by starting with an extreme position and then making small concessions only when needed to continue the negotiations. Positional bargaining becomes a contest of wills where each party says what he will and will not do. Each side tries to force the other to give in through sheer will power. When one side is forced to concede in such a situation, anger and resentment are the results. Families, friends, co-workers, and neighbors have been split asunder because of such attitudes.

What, then, is the answer? Do you

become what is known as a "nice" bargainer, who makes offers and concessions in order to avoid confrontation? This type of bargaining emphasizes the importance of building a relationship, but any agreement reached using this method runs the risk of being a sloppy agreement. Furthermore, if you pursue a soft or nonadversarial type bargaining style, and you are negotiating with a positional bargainer, you are at a disadvantage — much like playing a high-stakes eight-ball game with a crooked cue stick.[3]

So, which method do you use? Neither. Try another method.

Fisher and Ury have devised a method called "Principled negotiation" or "negotiation on the merits." This method can be divided into four points:

1) People: separate the people from the problem
2) Interests: key in on the interests and not positions
3) Options: discuss options or possibilities before deciding what to do
4) Criteria: make sure the decision is based on an objective standard[4]

When you use this method, remember that people have feelings and desires and are not computers. You must, therefore, work on the problem. The "people" problem should be dealt with separately. The second point will be hard: focus on the interests and not the stated positions. The negotiation process often obscures what you really want. The third point is to be sure to have options available in any negotiations. Options are better than hard-line positions. The fourth point may be hard to do in a school setting, for you are not dealing with a union or an adversarial-type position.[5]

Although this is excellent information, as school library media coordinators, we must also be realistic. How often do you go into a negotiating mode when you are asked to do something by your principal? If your principal or superintendent asks you to do something that is inimical to the school library media program, try to explain how the decision will affect the students and teachers as they try to use the media center. Never say, "Not in my media center!" Bad PR, bad career move, and just plain dumb.

Do the best you can, and accept that you will not win every discussion. For example, for years, my own media center was closed for the blood drive. And, yes, a blood drive is important, but is closing the center during the middle of term paper frenzy the best time? So

the teacher and I worked out a compromise. Since the media center was kept open with reduced services by the media assistants when the professional staff was away at conferences, the teacher was given an option of having the blood drive during the NCLA/NCASL conference in the fall or during the NCAECT conference in the spring. Not a totally satisfactory arrangement perhaps, but it was a win-win arrangement for both sides. The teacher — since the blood drive remained in the media center — became a strong advocate for the media program and was even heard complaining about another teacher wanting to close the library for a luncheon when her students needed to do their research. Because of her intercessions, the library was not closed. As a footnote, this year the blood drive was moved from the media center.

It is important to remember when negotiating, whether about the blood drive or funds from the site-based management team, to stress that the media center is everyone's center and that the funds will go to help all students and departments.

Stress Management Techniques

Of course, becoming a proactive leader in your school and your profession may increase your level of stress. Consequently, managing stress becomes an important skill for would-be leaders.

In *Coping with Job Stress*, Herbert Greenberg argues that all of us are susceptible to stress and that stress can kill by triggering heart attacks and strokes.[6] Some people even believe that stress causes cancer cells to begin their murderous replication.

Stress is bad for us. When we are stressed, we act irrationally and unreasonably. Stress lowers our intellectual ability and affects our relationships with other people at work. If we are angry, we are unable to think clearly and we say things to our co-workers and students that we would never say in calmer moments. After we calm down, we wonder why we did or said what we did. In other words, stress can affect our performance. We must learn to control stress or we may become the chaff discarded during winnowing.

A few simple techniques can help us to control our stress levels. Better time management, reducing clutter, and controlling interruptions will lower our stress levels. Most of us resist getting organized because it requires an investment of time and energy, and

we do not feel that we have the time or energy.

It sounds so simple, but the easiest and simplest thing to do to lower our stress is to walk when you get home. Walk for one-half an hour or an hour. Not only will it lower your stress level, but you will lose a few pounds also. In addition to walking, you should exercise at least three times a week. You do not need weights. Either jump rope, hit a punching bag, or do sit-ups — anything to get the heart pumping and the stress level down. Keep a spring-loaded hand exerciser in your desk and use it throughout the day.

There are no easy answers to alleviating stress levels, but step back and really look at some things that trigger your stress attacks. Is the noise level so bad that it raises your blood pressure? Should the fact that Ms. Smith brings her class in without telling you trigger a stress attack? In other words, relax. Enjoy the kids and enjoy the job.

Time Management Techniques

Finally, you will need good time management skills in order to become a leader. In her workshops on time management, Gloria Miller, Media Program Director for Charlotte-Mecklenburg Schools, says that to better manage your time, you must know how your time is spent.[7] She recommends that you study the use of your time for a week from the following five perspectives:

Action taken
Write down everything you do with your time. You might want to make a notation every half hour or every hour, but list all activities.

Time spent
As you complete each small chore or large project, indicate how long it took to finish the task. For example, did it take you 15 minutes or 35 minutes to check in magazines? How long did it take you to work up that lesson plan? You may want to use a timer or a stopwatch.

Purpose
Before beginning each activity, indicate your purpose. If, for example, you choose to call a sales representative at 2 p.m., what would you hope to accomplish? Do you want to relay information, or do you want to schedule a visit? Or perhaps you are making a call simply to avoid a more important but difficult task.

Results
Critique your work or activity. Did

you accomplish what you set out to achieve? Were you unhappy with the results? Could you have done it better? How long did it take? Were the results worth it? Did you reap any rewards?

Emotional response

This is very important. Describe how you felt about each activity. Did you enjoy the way you spent your time or did you detest it? Were you resentful of interruptions?

Ms. Miller then gives the participants a list of things to do to improve the use of their time. The following are a few of her recommendations:

Clear your desk

The only items needed in your desk are a small notebook, a planner, a calendar, post-it notes, an "in" and "out" box, and a "to do" list. Having a clean desk will save time and help you focus on goals and priorities.

Handle each piece of paper only once

Go through the mail and the memos from the office at once. Don't stack them on your desk. If you can get the information from someone else, toss the item. If you need to file an item, mark the upper right hand corner with a file name. If you can't get to filing or delivering the mail, place it in the "out" box to be handled by a student or volunteer. Handle each piece of paper only once. Experts say that 80 % of what we file is never used again, so when in doubt, throw it out!

Make "to do" lists

Take three to five minutes to determine the most important priorities of the day. Assign priorities to tasks. Start with the most important task and then tackle the less important ones.

Control phone calls and visitors

Let the school secretary help with this type of interruption. Leave times with the secretary when you will return calls. Also let the secretary know who should be able to contact you immediately. You can let sales representatives know when you are available. When meeting with a visitor or a sales representative, try to arrange the meeting in the main office or some other space where you can leave when you need to go. Talk standing up so that the guest can be walked to the door in a very nice way.

Delegate tasks

Delegate tasks that you perform on a regular basis. Volunteers and student assistants are great at these tasks. Choosing the delegatee carefully, outlining the task clearly, and checking progress frequently will make delegation more productive.

Use sign-up calendars

Have a sign-up calendar that teachers can use without having to interrupt you for AV equipment.

Avoid perfectionism

Do not spend an inordinate amount of time on unimportant details.

Be action-oriented and avoid procrastination

Take action and do it NOW. Make sure all reports are in on time. Do the most difficult tasks first. Try breaking them into smaller segments so that you can feel that you have accomplished something.

Develop teaching materials

Plan long-lasting resources for formal classes, small groups, or centers, and organize your lessons by skill. Add to the file each year.

Use the computer

Prepare letters to parents, bibliographies, policies, and publicity items, and save them for future modifications.

Summary

Six important survival skills have been discussed in this article: public speaking, writing goals and objectives, media/curriculum coordination techniques, negotiating skills, stress management, and time management.

As professionals, we should be competent in public speaking. Who knows when you will be asked to do a presentation at your school, school system, or even at the state professional meeting?

Goal-setting skills are a must if we are to have quality programs. Without media/curriculum coordination, however, goal-setting skills have no context in which to operate. The coordination between the teacher and the media coordinator is what drives a quality media program.

We also need to learn negotiating skills, but we must learn to accept that we will never win all negotiations. This realization may lead us to value stress management. Again, we will never have complete control of our lives. We shall always be prey to the demon of stress, but we can learn to control our stress levels. Practicing time management strategies helps by giving us control over more of our time.

These techniques do not guarantee a tranquil, stress-free environment where everything always goes according to plan. But they will give you a feeling of control over your life that, in turn, will show in your media program.

References

[1] James C. Hume. "Churchill on the Stump," *Civilization*. (January/February 1996): 44-45.

[2] Roger Fisher, and William Ury. *Getting to Yes*. New York: Penguin Books. 1981.

[3] *Ibid.*, 3-9.

[4] *Ibid.*, 11.

[5] *Ibid.*, 18-19.

[6] Herbert M. Greenberg, *Coping with Job Stress*. (New York: Prentice Hall, 1980), 7-34.

[7] "Time Management" Workshop, presented by Gloria Miller, December 11, 1995.

"Who's Gonna Take out the Garbage When I'm Dead and Gone?":

New Roles for Leaders

by *John Lubans, Jr.*

My recent article (see abstract in footnote) on the meaning of leadership in teams prompted an unusual amount of interest and comment by readers in different types of libraries.[1] Several concurred with my thoughts about the uncertainty and imprecision of working as managers with "empowered" staffs. The response confirmed for me that the dilemma of leading so-called empowered staffs is just as widely prevalent in traditional organizations as it may be in one of "self-managing" teams — the organizational model I described in the article. It seems we are all on the same journey in this era of uncertain transition in the library workplace and a subsequent greater reliance on staff. Many of us have moments of self-doubt in leading staff along an unpredictable path; perhaps this is what it feels like to "lead by following."

If the academic library ever was something monastic — away from the bothers of everyday life — it no longer can be. Because we are insulated from change by the academy, we were, and perhaps some of us still are, more impervious to change than other institutions. But the academy, too, is under stress, with change being called for at an unprecedented rate by many stakeholders, including parents, legislators, governors, and foundations. Most of us have no choice but to change. Like sledge hammers, societal and economic realities and the demands inspired by

technological opportunities are pounding on our hallowed doors. A survey report, "To Dance with Change" from the Pew Charitable Trusts, concludes that change in higher education *must* be engaged. If we demur to "dance," we "let someone else choose (our) partner as well as call the tune."

And, likewise, Massy and Zemsky conclude, "the potential for increased learning productivity through technology is too great for higher education to ignore. If colleges and universities fail to adapt effectively, other kinds of institutions will take up the challenge."[2]

Often in discussions about what we should be doing during what some claim to be the end of the paper era and the dawn of the electronic, we appear to be in a state of *denial*. We speak of transition, while clinging to our personal bit of reality, the way it is/was, and make little progress toward the new era. "*No one wants to read a book on a screen!*" is the imprecation we hurl into the gale storm winds of the future. Yet, what does the trend of declining reference questions mean? What implications are there for us in the factoid that electronic mail messages exceeded postal mail messages by 10 billion in 1995? When our users prefer the World Wide Web to browsing the stacks, regardless of the Web's inefficiencies, what does that portend?

We think that we are at the top of what can be described by an S-shaped curve, yet we are uncertain about when and how to leap onto the next ascend-

ing curve.[3] Recently, we have tempered the clash between the traditional and the modern with calls for balance, a moving toward the center, a DMZ in which to avoid the conflict. Is this a realistic compromise, or is it a political one, more evidence of just how difficult this change is going to be?

At Duke University Library, we have sought to achieve an organizational resiliency to anticipate and meet the changing needs of our users and to seize upon the many information opportunities coming on line. We are doing so through a team-based organizational structure, relying on Total Quality Management (TQM) or, as we call it, Continuous Improvement (CI), concepts to help us make the most of our resources. Our approach is not unique, but what sets our experience apart from other organizational restructuring is that we chose to assure greater team empowerment by cutting direct reporting relationships to the Executive Group. We did this to achieve a more nimble organization than we thought possible if we kept the old reporting relationships in place. Over a span of two years, we attempted to answer the question, "What do managers do when the traditional supervisory strings are cut?" I noted in the paper that:

> It was as if we had removed the communications wiring connecting the departments to the administration and made that communication, somehow,

wireless. The complication was that we had yet to invent the technology to do this; however we were confident in our ability to do so. The home teams and quality circles, in spite of their shiny new names, remained, to a large extent, *hard wired* within their working groups.[4]

This unprecedented role for the Executive Group was problematic for more than a few staff, supporters and detractors alike, and raised many questions about the purpose and utility of the upper administration in a team structure.

One letter among those that I received after the article came out resonated for me. It came from a former boss, Ellsworth Mason. He observed that:

> You obviously in the rethinking (good for anything) defined some inefficiencies that were remedied. You give credit for this to the new system (self managing teams). Does it actually deserve this?... If this system works, you can easily be replaced by someone with half the skills, experience, and knowledge you have, after they have had specialized training in a few fields.

His question about who should get the credit held special meaning for me. It crystallized that amorphous feeling in the back of my mind while I wrote the paper — about *my* (and by extrapolation, any leader's) role in achieving the harvest of improvements that moved us ahead of many of our peers in the speed, volume, and capacity with which we process materials for everyone's benefit.

I think that Ellsworth Mason was pointing out the role that individual leaders can play in accomplishing organizational objectives. Perhaps, I was discounting too much the influence of strong individual leadership. In reflection, I can argue with an increased confidence that the individual does make a major difference in whether a team or department accomplishes what it is trying to do. Individual leadership is the

Individual leadership is the "make or break" aspect for bringing about change.

"make or break" aspect for bringing about change. Even when redistributing power in order to achieve some organizational goal, it is the leader's conscious decision, hardly free of risk, to empower *selective* staff by surrendering power, to trust in them. So, while many of the elements of a system of management, be it TQM or MBO or Reengineering, can be useful in improving and keeping an organization moving, "on-site" leadership probably has more to do with achieving momentum than any one "system" of management.[5] In other words, these systems are effective tools in the hands of good leaders. The tools themselves do not make anything happen, which, when you think about it, explains why installations of any management system, without wholehearted executive support, always fail.

My view on the importance of leadership has come full circle, or so it seems. Some years ago, I gave a talk about creativity and the uncertain value of a leader taking the initiative when the organization was literally stuck in tradition. The example I used was about a leader's dramatic display to an entrenched administrative staff that a new process was vastly superior to the old way. At the time, I thought this was problematic because we were seeing a demonstration of the *leader's* creativity and daring, not the group's. I thought then that such a demonstration could lead to a dependency on the leader for creative solutions. Now, I think that this type of action may inspire one or two of the "entrenched" to dare to do something, to be less afraid to venture. The leader's *taking action* and carrying out her conviction can make the difference in an organization's moving forward. So, what might be regarded as grandstanding is actually leadership at the highest level: Teaching and Encouraging by example.

Peter Clayton, writing about innovation in libraries, identifies the importance of leadership in the successful introduction and acceptance of innovation. To that he adds a new dimension — the personal qualities and contributions of *individuals* appear to be a crucial component (to the successful adoption of a new process). In his research studies, champions of the innovation were not necessarily "leaders."[6] For me, this strengthens the point about the power of individuals in championing change. It demonstrates the quintessential role of leaders providing

support for *non-leaders* as change agents.

As implied above, when we made the major organizational shifts at Duke, we did not experience an immediate flowering of empowered teams working in partnership with the upper administration. Largely, what occurred during the first year was a consolidation and continuation of traditional approaches. A few team leaders took the new distribution of power and kept it within their bailiwicks, ignoring to a considerable extent the opportunity to work with the administration in its new coaching capacity. This response to our sincere efforts at empowerment was unexpected and led us to wonder about the consultant's reassurances that one's power would grow by giving it away! At times, we felt like the hapless scientists attempting to replicate the 1989 "cold fusion" phenomenon.

At the same time, several team leaders did embrace team concepts, working assiduously at applying them in their teams. Interestingly enough, they were the first to express that they felt adrift and that they were separated from the University Librarian by the void that had previously been filled by the administrative group. For them, the communication links were noticeably disrupted. Those team leaders who could take the larger organizational view felt themselves short circuited but worked closely with the new structure as best they could. Deeper in the organization, several leaders of support staff teams have assumed a strong coaching and mentoring approach with their teams; it is among the self-managed support staff teams that some of the most productive benefits of team work are found.

While much progress has been made by over two-thirds of the teams in empowering staff, there remains some unwillingness to look at "process." This lacuna occurs at the expense of improving the quality of our product, since truly effective teams do not come about by accident — the best ones address the *how* of working together just as earnestly as they work through the procedures and responsibilities of their work.

I explained in the paper that my job description was evolving into four major categories: **coaching, consulting, encouraging,** and **leading.** This was in contrast to the management norms of the past, going back at least sixty years. PODSCORB, or planning, organizing, directing, staffing, coordinating, reporting, and budgeting, is what managers do.[7] It is not that we have stopped doing these traditional

activities, but it is that the system in which we work is no longer the same; the traditional approaches are less dominant.

Illustration 1 displays the most recent iteration of my personally derived *taxonomy* of what leaders at all levels are learning to do.

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Illustration 1

Changing Roles

Leading:
Eliminating barriers.
Catalyzing. (Stimulating the consideration of alternatives)
Recommending (and persisting in) fundamental changes to systems.
Walking about (being visible) and **listening** to what staff and **customers** have to say, **understanding** what they regard as important.
Translating the leader's vision of the future into objectives that move us forward

Coaching:
Helping others to focus and to improve their performance, especially in making databased decisions.
Encouraging.
Challenging teams to question assumptions and goals.
Bringing teams to an awareness that they have what it takes.

Consulting:
Investigating new ways of doing things and **bringing** this information to teams.
Intervening with troubled teams.
Managing the "hand offs" between teams that are prone to fumbles.

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I have spotlighted activities, under each of the major categories below, to illustrate and clarify the category and to emphasize what is especially crucial to help libraries engage, in positive ways, the numerous opportunities for change:

Leading

Peter Senge suggests that leaders freed up to spend more time on higher level leadership roles should be focusing on several systemic problems.[8] I have provided some library examples under Senge's rubrics:

Shifting the burden

An example, is using book dollars to pay for staff during a budget cut. In some instances, this could symbolize a losing sight of the purposes of the library and spending its capital without taking a hard look at other expenditure areas. Instead of looking at long-range implications, the choice is made to mortgage the future. I have seen that without "leadership," particularly a vision-inspired leadership, groups assigned budgetary responsibility will not be able to free up as much as a one-percent sliver to shift dollars into new initiatives. It is not a question of freedom or permission to do this; it is the lack of decisive and persuasive leadership to counter the incrementalism, the sacred cows, and the turf issues that are present at any budget discussion.

Another less explicit example is the practice (in large libraries) of central human resources staff solving personnel problems instead of local managers dealing with them and learning in the process. Unintentionally, this practice can remove from team leaders a major challenge well worth keeping — dealing with problem team members in productive ways and, in doing so, modeling for team members how to do it.

Growth and underinvestment

An example in this category is the stopping of a user education program because it is not well regarded by staff and many of the students. Given this response, the rationale is that this form of marketing our products is no longer needed. This is a shortsighted approach, particularly if it does not look at root causes of why students and faculty do not relish a library skills class. Maybe their disinclination is caused by the way we teach. The decision to stop a program can lead to two side issues, an aggravation of misuse and too little understanding of how to find and use information critically. We also may be failing to reap, at considerable institutional cost, the benefits of enabling users with an improved level of competency and independence.

Eroding goals

An example of an eroding goal is losing sight of any of the very basic functions in a library, such as getting books on the shelves and keeping those shelves in order. It is hard to imagine anything more basic than that, yet slow shelving times and out-of-order shelves are easily for-

gotten as core issues. What may have been a "drop everything" mandate for all staff has been relegated as a problem for solution to the one group charged with stacks maintenance, the Circulation Department. The reasoning goes that since "shelf failure" is institutionalized, viz. people have always had difficulty finding books, it is the sole responsibility of the one department. This failure of community diminishes our effectiveness, real and perceived, to our clientele.

Coaching

Leaders may find their perspective out of alignment with that of the staff they are encouraging to accept an innovation. Experientially, I think of being on a rock slope and looking *down* that slope across a crevasse recently traversed. From where I sit, the crevasse now looks like a small crack in the ground, at most a few feet across, easily crossed over in a single leap. I tend to forget the fear and anxiety that stopped me in my tracks an hour or so ago on the other side. I forget what it took me to conquer my inner fears. The staff member's perspective, *looking up the slope*, across the crevasse, is now markedly different from mine: the gap is jagged, dark, deep and wide. How do I get her to make that leap, to engage the called-for change?

How *does* a coach bring teams to an awareness that they do, indeed, have what it takes?[9] The experiential model of learning, applied above, can be useful to explain team work issues in a language that still has some freshness to it. Picture three rope circles, literally coiled concentrically on the ground. The inner one represents my *comfort zone*. This is what I am used to doing, how I perceive the world, how I look at others, what I am comfortable doing. It is full of what I know and what I value. The next circle, a slightly larger one, is the *stretch zone*, where I can experience new ideas, new thoughts, new people, new structures and, new ways of looking at and doing things. This zone includes possible shifts in how I regard the world, if I am willing to stretch. It can be something silly, like peeling and eating a banana with no hands, or adventurous, like the head of a department saying "I don't know" to a team expecting the leader to know all. Or it can be something challenging, like reading a compass and chart as a first-time navigator sailing at night.

The rope circle at the outer edge represents unexpected change, major

enough to induce panic, a wrenching away from my traditional norms and expectations, demanding a sink or swim adaptation to the conditions. Like a thunder storm on a sunny day that catches me on a ridge, exposed to the lightning crackling all about. While I might be challenged to find a survival strategy, my terror might also overwhelm me to the point of panic. In the workplace, an example would be being asked to take on a new job, one with high risks and some potential for failure.

Consulting

In *Fourth Generation Management*, Brian Joiner writes of an especially relevant quality of leadership, the questioning of assumptions and traditions:

> I can take any five problems
> from anywhere in a company
> and if I push deeper and deeper,
> I find that they all stem from
> the same core issues.
> ... Our work as managers is to
> become detectives, pursuing
> data to search for clues that lead
> us to such flaws. Solutions are
> often simple and obvious once
> a flaw is isolated.[10]

This is linked to finding ways to simplify what we do. Complexity is findable in the smallest function. It is of course present in most systems, and complexity will, without fail, have a ripple effect on the overall system. When someone delays for up to six months the processing of book orders because of elaborate checking mechanisms, that has implications throughout the library system, including a large negative impact on the turnaround time in getting materials to the shelves and the users. Or if revision of some process finds 99.7 % compliance with standards (i.e., less than half of a percentage point error rate) and it takes one and a half days to do this, we need to know that this is time added to the process *and* to the time it takes us to get these items to users. We may quarrel with the impossibility/desirability of achieving Zero Defects, but at least we should be knowledgeable about what it may cost. Robert Henri, writing about the art of applying oil to canvas, suggests that, "The easiest thing is the hardest. It is harder to be simple than it is to be complex."[11] Anyone who has sought to look through the convoluted flowcharts that most of us can produce for library processes has some apprecia-

tion of his paradoxical view.

At Duke, one of the primary approaches to our achieving large productivity gains was questioning traditional policies that were driving our work.[12] Probably of most importance to our streamlining efforts was the reduction of the well-intended but rococo like complexity designed into our work.

Internal Customers

Especially with empowered teams, leaders have a role of managing inside the interstices, in the "no man's land" where teams overlap, like the overlapping circles of a Venn diagram. Team A can believe itself to be outstanding but regards Team B, its internal customer, as not working at an acceptable level. The consulting role enters in because, in my experience, the two teams rarely talk about how they regard each other and what difficulties (rework and fumbled "handoffs") there are in the interstices. Occasionally, this approaches an arrogance that can be debilitating to the organization because blame for problems is placed on other teams and their members rather than the actual root causes. These root causes often exist in the *complaining* team.

In this situation, Team A "hands off" work to Team B and believes that the work was done exceedingly well. In truth, Team B may be finding Team A's work incomplete, irregular, and, at times, overly demanding, creating bottlenecks in Team B. Without two-way communication about what the causes are for this failure, Team A may wind up castigating team B for its "dropping the ball," its poor work flow, lack of understanding, and insensitivity to the needs of Team A!

Tension builds since Team A's criticism of Team B is promptly fed back to it via the organizational grapevine. Of course, Team B may remain silent (avoiding conflict) or it may send out counter charges, along the grapevine, about how Team A is actually the source of the problem, etc. At the macro level, this can be found in the institutionalized but tacit tension between public and technical services staff in many libraries.

It was situations like this, and many of a less combustible variety, that led us to develop the **Internal Customer Feedback** form (see Appendix) for feedback and problem catching and resolution between teams. It works well when used collaboratively by mature teams to improve overall work flows for the organization. The process asks that each

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Coaching, metaphorically

(Excerpted, with permission, from an expeditioner's diary)

I am near the top of the cliff face, secure as one can be on a narrow supporting ledge of rock 80 feet above the quarry's floor, littered with broken blocks of granite. I rest against my safety rope and wonder. The coach's voice hails me from above. "See the rope? Grab it and I'll pull you up!"

To the right, several feet away and up, there is a sturdy looking rope with a knot tied in the end.

"You'll have to jump to catch it" advises the voice.

Jump?

"To the side. You can do it."

What and leave the safety of this ledge?

"Sure, I think you're ready to stretch yourself Try it"

What if I miss?

My first shaky try fails and I swing against the granite, cursing, scrambling back to the safety of my ledge. I count my bruises and compose myself.

I hear the encouraging shouts of my team mates.

The voice again, from above. "Nice try. Think about where you want to go and how to get there. Use your resources. Now, tell me a joke."

I don't want to tell anyone a joke.

"OK, take your time." He hauls up the rope.

It gets quiet, the beauty of the day sinks into me.

Gee, there's got to be a joke I can tell. Oh, yeah, the one about the armadillos. My team mates hoot and holler.

My coach lowers the rope.

I think about what it will take to make this leap.

I tell myself: "Up and to the side, and close to the cliff."

With a prayer, I launch myself and soar like an eagle across the miles between me and that rope.

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team understand that processes can be improved and do require regular attention. By both teams focusing on the process, personality conflicts can be avoided and major redundancies eliminated, work flow smoothed, and improved turnaround times gained.

Non-intuitive learning for new leaders

One of the staples of any successful change effort is recognition by all of the need for staff development and educational opportunities. Expecting a staff to shift, intuitively, from a historic model to another, without providing the training and time for staff to understand the what and how of the new, is courting certain failure.

Because we had introduced new responsibilities for team leaders, we knew that it was incumbent upon us to provide developmental feedback to the team leaders, along with identifying additional leader-training needs. We asked staff several questions about how the team leaders were doing (using a neutral scale for scoring) and to show what *staff* needs were in that team for training as team members.

Our Home Team Leader Assessment was based on the stated expectations for both team members and leaders, with clusters of questions covering the team members' perception about their leader's:

1. **job competence**
2. application of **continuous improvement concepts** (using new models, factual approaches, customer inputs, etc.)
3. **coaching abilities**
4. **leadership**
5. **empowerment of team members**
6. **customer service**

For the most part, the staff demonstrated positive support for their team leaders, but also revealed some unfamiliarity with the terms used in the questionnaire. This underlined, once again, our need to provide more training so that everyone would understand the new organizational model beyond the superficial. Once understood, the knowledgeable applications can result in superior team performance. This success then puts positive pressure on the team to keep the process going — the ante is raised for both the leader and the members. Still, the feedback for most of our team leaders was quite accurate in pointing out genuine areas for improvement. To date, we have resisted successfully the misplaced urging by some staff

to rank home team leaders according to their scores and/or assign "mentors" to those receiving "low" scores!

Conclusion

While writing this article, I have realized that when we work in a team-based structure, it is not expected or appropriate for leaders to resign themselves or to be relegated to an organizationally subordinate position. When the power is shifted, one can expect some rushing in to fill the *perceived* power vacuum. Since you no longer appear to have "it," there are people who will seek to reduce your involvement even further. This can occur when staff misunderstand what your role was in the first place and have neither the inclination or experience to move beyond this misinformed perspective. This is because there really is no distinct management culture in the library field, except for that of the hierarchical model. For the most part, our understanding of management is grounded in the PODSCORB model, as influenced by our mentor relationships — some that can be exciting in their vision of library service and some, frankly, stultifying in what they suggest libraries and library leaders are about.

Leaders have the opportunity (and one could say the responsibility) to drive desired organizational breakthroughs. The tough questions, the hard (and career jeopardizing) choices made, the arguments put forth that shift the status quo — all take courage and integrity. This is leadership, in the finest sense. Without the vision or knowing or wanting something different on the part of leaders, little will be accomplished. One of Duke library's major leadership actions was genuinely empowering very good people for solving problems that we as leaders knew had to be solved. The decision to turn them loose was considered over a several month period; it was not done haphazardly. Our choice was based on the model that we believed would give optimal value to the organization. We knew from the start that most would react in positive ways; those that we expected would not, we thought could be brought along. Besides, their *loyal* opposition would be helpful in refining the design of the new organization.

We decided in November 1995 to reinstate the formal reporting relationships. These relationships of course have changed palpably and ineffably in substance and style during the two-year hiatus. The reinstatement feels like a change for the better, but we recognize that

what we have is essentially a *new* relationship. That it is *new* is a measure of how extensive the organizational change has been. We reinstated this measure of accountability for several reasons. Among them was the inauguration of a new university administration, one with its own perspective on management and leadership. And it mattered to us that there were few others on campus working with TQM strategies or self-managing teams. The university's incipient individual performance appraisal process, requiring supervisory "sign offs," also played a role in our decision to make staff accountable. But more important was the "expressed desire of a number of team leaders to reestablish these relationships in order to provide better accountability, communication, and support. Thus, this action is meant to strengthen the leadership, coaching, encouraging, and consulting roles of the (upper administration) throughout the organization."[13]

Our interpretation of the term *empowerment* is becoming more explicit. We did this to clarify some of the confusion about this word, which has had the unfortunate fate, like any overused word or phrase, of being rendered, in effect, meaningless. To help understand what is meant by empowerment, envision a pendulum's arc with degrees inscribed all along it. For a few, empowerment means a revolutionary release from accountability — everyone is his or her own boss. In an organization of over 200 people, anarchy is probably the best description of the result of this interpretation.

At the other extreme is a rigidly controlled environment by the few in which most staff have little leeway to deviate from orders or written procedures or from consulting the boss or "expert" for permission to act. In organizations composed of intelligent, motivated staff, restricting decisions to the few would be a misuse of a quintessential resource — the staff's experience, skills, and ability. Too-tight control has also been shown in research studies to be counterproductive and discouraging of any improvements over the status quo.

The Perkins Library version of empowerment can be found somewhere along the middle of the arc, well between the extreme interpretations. This point is not static; it can and does move, based on the situation. It has been our intent all along (actually, since our participatory efforts began in 1985) that staff explore the various central points on the empowerment arc and to

think about and to discuss the implications for team leader and team member. This central point is well within the parameters of MacGregor's Theory Y.[14] In this interpretation, the respective *reporting* roles of team members and team leaders do not change. The team leader remains accountable and has the necessary authority to carry out the work of the team.

In closing, I have found a personally relevant quotation for thinking about our new role and the largeness of our charge:

> It is in the darkness of their eyes
> that people lose their way, and
> not, as they suppose, in any
> darkness that shrouds the path."
>   – Black Elk,
>   a Native American leader

Leaders can enlighten groups to find their way, or they can choose to believe that darkness does indeed shroud the path. The three roles of leading, coaching, and consulting, once we assume and understand them, can enlighten *us* and our colleagues during this transformational era.

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Appendix:

Internal Customer Feedback

This is to help set out performance issues and to give feedback to and receive feedback from your internal customers. An internal customer is defined as one to whom you hand off work or information in a way that enables another to accomplish his or her job. It is important to quantify the amount of work and information you give or get from an internal customer so that some trends can be established to show improvements and areas in need of change, so do not ignore the facts.

Step I. As a team, list out your internal customers. Identify those with whom you have the most interactions that require rework or some significant clarification on your part to complete the work.

Step II. Send two of your team to talk with the internal customer about what they believe are their "performance indicators," i.e. what does — "doing a good job" — mean for them.

Step III. At the meeting with the internal customer, identify the important points of interaction (i.e., points where the exchange of materials or information affects significantly the work of each team) and discuss performance norms. Communicate this back to your team.

Step IV. Based on the results of your meeting with your Internal (IC) Customer, use the nominal group technique of brainstorming and multivoting to identify actions your team needs to take in two contrasting categories shown below. Quantify as much as possible.

1.	OR	2.
What should we do more of?		What should we do less of?
We need more help here?		We need less help here?
What are we doing well?		What could we be doing better
Successes?		Problems?
How the IC can help us?		How we can help the IC?
What does our IC like about we're doing?		What would our IC like to see us change?
What do we like about what our IC are doing?		What would we like to see changed?

Step V. Share the results with the IC and ask for similar feedback to you, their IC. Do so in a timely way, within a two-week span, preferably, so things remain fresh.

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Today's Graduate, Tomorrow's Leader:

Off to a Great Start!

by *Gerald V. Holmes* and *Mary Jo Howard*

Last year, 4,363 new graduates entered the field of librarianship,[1] and their main goal is getting a job — any job! Add these to the thousands already employed in a very tight job market. Dr. Al Jones, Director of Library Services of Catawba College, recently challenged these new professionals,

> to be very critical and discerning right up front and not to apply for jobs which hold no fascination or portend no sense of self-fulfillment. Students graduating from ALA-accredited master's degree programs are well-equipped to handle the challenges of librarianship, particularly the incorporation of technological innovations into traditional library service.[2]

As 1996 library school graduates land their first jobs in media centers, public and academic libraries, and private businesses as well as the public sector, many will be setting goals — laying the foundation for what can become an exciting and fulfilling career in a dynamic profession. If we were to ask these graduates their career goals, they would likely reply that they desire to develop expertise in a specialized area or, perhaps, to sample a wide range of subspecialties within the library profession. Surely, many of these newcomers would envision themselves as leaders in yet unknown settings: as library managers or directors, as educators or officers in professional associations.

Preparation for leadership does not begin with attending library school and entering a new profession. It begins with developing personal and professional goals along with the desire to pursue those goals. In that pursuit, looking for opportunities to gain skills, networking with people with similar goals, and developing the creativity within are essential.

Richard Lidstad, Vice-President of Human Resources for 3M, speaking to the 1995 graduates of the University of Minnesota Carlson School of Management's Emerging Leadership Program, states that within his area, "the number one issue globally is the identification, assessment, and development of leaders."[3]

For future library leaders, it is a must to learn the profession through job experience as well as professional organizations. One of the oldest groups uniquely geared toward the new professional is the New Members Round Table (NMRT) of the American Library Association (ALA).

New Librarians

Professional organizations can be overwhelming to a beginner encountering complex bureaucracy while navigating large conferences. Small sub-groups within such professional organizations can provide windows into the larger group and create a niche for that new person anxious to start a career path. New Members Round Table of the American Library Association (NMRT-ALA) is such a group — the entry point within ALA for many – and is well into its seventh decade, with a bright vision. This vision, NMRT's key ingredient, is revealed in its mission statement that reads in part:

> to help the individual member to become oriented to the profession and to encourage membership participation in its organizations, national, state and local; to promote a greater feeling of responsibility for the development of library service and librarianship; and to assist actively in the recruitment of qualified persons for the profession.[4]

In a 1983 article in *American Libraries*,[5] Beth Bingham points out that membership in NMRT can also serve as a steppingstone to a position of leadership. In addition, R. M. Hersberger states that,

> another major ingredient in successful library leadership is the ability to create and maintain an organizational climate where new ideas are welcomed. ... As part of fostering this type of inventive climate, the library director should help focus and channel ideas for change into meaningful services and programs, thereby demonstrating again the compatibility of organizational and personal goals.[6]

As new librarians enter the profession and are employed in mid- and entry-level positions, how can they learn the ropes? Obviously, on-the-job experience is a must. In addition, one of the best ways is through contacts with more

experienced professionals in library associations, whether specialized or geographically-centered groups. Librarians who advance from entry-level positions into middle and upper administrative positions frequently find that these associations and contacts are invaluable to their professional development.

While contemplating the idea of leadership, we consulted with Dr. Edward G. Holley, who retired in December 1995 from his position as William Rand Kenan, Jr., Professor in the School of Information and Library Science at the University of North Carolina at Chapel Hill. Dr. Holley responded with the advice that he received from his former teacher at the Peabody Library School in 1949:

> In the introductory course he said that every new librarian should join three associations: the national association, ALA; the state association, Tennessee Library Association; and the regional association, Southeastern Library Association. Membership in the three associations would enable the graduate to keep up with developments in the field through attendance at conferences; meet other persons who might have ideas about solving current problems; and continue to learn about professional trends through the journals they published. That still seems to me excellent advice. I followed it, and wherever I moved I always made it a practice to join the relevant library associations.[7]

Programs and Services

NMRT has many programs and opportunities that can enrich the new librarian. NMRT's Library School Outreach Committee maintains a list of professional librarian volunteers willing to make presentations to library school students on the benefits of membership in ALA and,
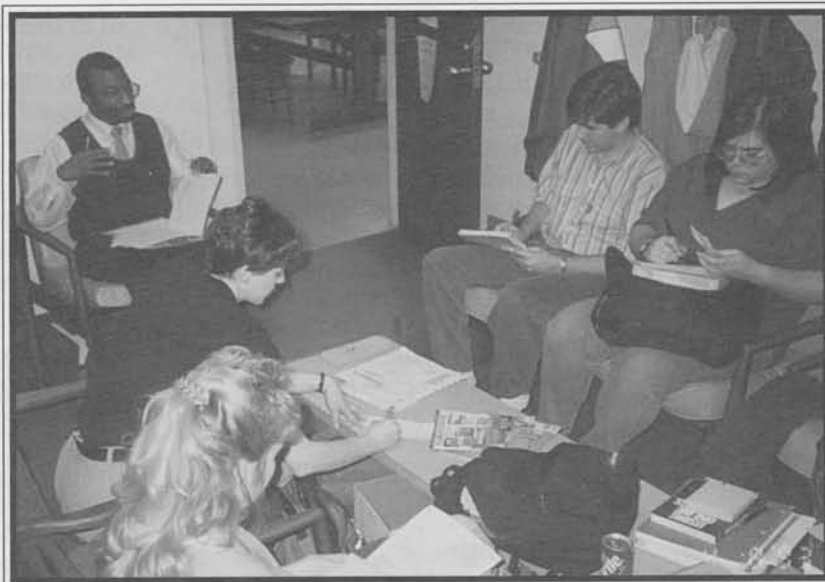
NMRT Library School Outreach Committee, ALA-NMRT presentation to Kent State University and Information Science Students, April 8, 1993. From left to right: Adrienne Seba, Melizza Wagner, Gerald Holmes (presenter), Richard Brhel, Jolene Miller.

of course, NMRT. Members of the committee assemble current materials and information for use by these volunteers. NMRT volunteers relate well to these student groups since membership in the organization is limited to those librarians or students in library schools who have been members of ALA for ten years or less.

Other committees that are responsible for programs and services during the ALA midwinter and annual conferences include those in charge of the mentor program, the Students to ALA

Reception/Social, Exhibits Booth, Conference Orientation, the NMRT President's program, and publication of the conference newsletter, *Cognotes*. Each activity is designed to encourage full participation by library school students and new professionals during the conference. Those who feel the need for an advisor or mentor are encouraged to register for the mentor program during the annual conference. Susan Allen's article, "Special Attention to New Members Pays Off," reinforces the role that NMRT's commitment to active participation by members leads to "membership-retention" in the organization.[8] The quarterly newsletter, *NMRT Footnotes*, informs members of current developments, news about other members, career options and decisions, and announces future programs of interest to new professionals.

NMRT Career Support

Members also serve on NMRT committees that make awards and scholarships available. One example is the Olofson

NMRT Social, "Celebrating 60 in High Style," marked the sixtieth anniversary of the round table, July 1, 1991.
Past Presidents appearing left to right: Karin Ford, Mary Marcum Evans, Charles Kratz, Diane J. Graves, Marilyn Hinshaw, J. Linda Williams, June Breland, Beth Bingham, Fred Glazer, Nancy M. Bolt, Marvin H. Scilken, Myrtis Cochran Collins, C. David Warren.

Award, which provides money for a librarian to attend the annual conference. Recipients must have attended at least one, but no more that five, ALA annual conferences in order to qualify for the Shirley Anne Olofson Memorial Award. Established in memory of NMRT's former President, who was killed during her term in a tragic automobile accident, the award and endowment are made available through the generous support of OCLC.[9]

Another annual award administered by NMRT is the EBSCO/NMRT Scholarship, a $1000 award toward a master's degree in a formal program of library education. Available through the generous support of EBSCO Subscription Services, the committee considers financial need, professional goals, and academic credentials before the winner is decided.

Finally, the 3M/NMRT Professional Development Grant is an annual award given to cover expenses of annual conference attendance, and to encourage professional development and participation by new librarians in national ALA and NMRT activities. A record of accomplishments in professional development is needed to qualify for this grant.

Membership in NMRT has been a definite asset in the professional career of its past presidents. For example, thirteen past presidents attended the ALA/NMRT Social during the 1991 Annual Conference in Atlanta. The event, "Celebrating 60 in High Style," marked the sixtieth anniversary of the round table. After the conference, several of the past presidents commented on the benefits they had realized as a result of active involvement in the organization. Two commented on NMRT's nurturing environment, which encourages creativity and vision.

Nancy M. Bolt, State Librarian and Assistant Commissioner for Libraries and Adult Education for the Colorado Department of Education, commented that the organization has been "invaluable to her in her career development."[10] While an active member and President (1975-76) of JMRT, Nancy learned how ALA operates and how to get things done in the immense professional organization. She later became editor of *JMRT Footnotes* and served as President of the Public Library Association (PLA), as well as serving as a member of the ALA Executive Board and the ALA Council. **Myrtis Cochran Collins**, the Associate Librarian for Social Sciences at the University of California, Berkeley, was active in several JMRT offices before

becoming President (1989-90). Myrtis stated that she could

> say with conviction that I am more confident and sure of myself when it comes to pursuing and taking on leadership roles in ALA, other professional organizations and in my current position. I attribute a lot of my professional growth to JMRT. When asked to run for JMRT President, I accepted because I wanted to give back to the new members of the organization what I felt was given to me.[11]

Networking

Another comment focused on NMRT's encouragement of new members to network and meet new colleagues. Networking is defined as "the exchange of information or services among individuals, groups, or institutions."[12] **Marilyn Hinshaw**, Executive Director of the Eastern Oklahoma District Library System, commented on her career development after serving as JMRT President (1976-77).

> JMRT gave me a network of contacts and the confidence to believe I could do just about anything I cared to do. The second job of my career was directly based on a contact within

NMRT Board Leadership Development Breakfast, January 26, 1993. From left to right: Sharon A., Hogan, Candidate for ALA President and former NMRT member, Jenifer Abramson, 1992-93 NMRT President, and Elaine Yontz, Chair, 1992-93 NMRT Exhibitor Contact and Relations Committee.

JMRT. After that, the jobs were based on my experience, but it was critical to get that second job, which built and enlarged my experience. Both the network of friends *and* the confidence have played a prominent part in my library career.[13]

All of the comments emphasize the role that NMRT has played in the preparation of these individuals for leadership. Many of the librarians who pursue active involvement in professional library organizations early in their career benefit from actively learning and participating in the structure of the organization. Serving on committees and working closely with librarians on projects builds trust and enthusiasm for the project and the organization. The comfort and success of knowing that you completed the task or project and that you expanded your group of colleagues and friends is a fulfilling experience. Items that embellish resumes include completed projects within an organization and colleagues who can serve as references who will attest to the fact that you contributed to the success of the project while actively participating in the organization.

Conclusion

Membership in NMRT provides opportunities for new librarians to get involved in professional organizations. Membership also creates a desire to maintain active involvement in the organization. Individuals who enjoy working on joint projects, interacting with others in the profession, serving on committees, and assisting others in completing committee assignments can gain a great deal from NMRT activities.

These newcomers develop skills that will build confidence in their own abilities, while prompting others to participate and increase their involvement. New professionals typically are encouraged in their profession by the support shown for NMRT-sponsored programs by the library community. Ultimately, NMRT can be the first step in an exciting career full of opportunities

for leadership and advancement in the library profession. To learn more about the opportunities within NMRT, the following addresses and telephone numbers will serve as your first step:

– for the State Association, contact the NMRT President of the North Carolina Library Association, c/o State Library of North Carolina, 109 East Jones Street, Raleigh, NC 27601-1023.

– for the Regional Association, contact the NMRT President of the Southeastern Library Association, c/o Joe Forsee, Director of the Division of Public Library Services, 156 Trinity Avenue, S.W., Atlanta, GA 30303-3600.

– for the National Association, contact the NMRT Staff Liaison at the American Library Association, 50 East Huron Street, Chicago, Illinois 60611 or call 1-800-545-2433.

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Developing Excellence
in Leadership and Followership:

A Bibliographic Essay

by *Janet L. Flowers*

Albert Einstein reportedly said, "The significant problems we face cannot be solved at the same level of thinking we were at when we created them."[1] Today's challenges require more from each of us, whether as leaders or followers. As Bennis and Nanus pointed out in *Leaders*, "The truth is that leadership opportunities are plentiful and within the reach of most people."[2]

All organizations that intend to thrive, including libraries, must deal with changing environmental conditions requiring a higher level of leadership and followership skills. A host of external forces affect libraries, from the information explosion (including the Internet) to other technological innovations. Competition from other information providers is increasing. Funding agencies are demanding greater accountability. All of these forces have led to increased demands upon libraries and library workers for additional services, skills, and expertise.

Many libraries have responded to these demands by placing greater emphasis upon customer service and by downsizing operations. These changes have resulted in flatter organizations with increasing responsibilities for both support and professional staff.

The management literature is filled with articles and books on all aspects of management and leadership. One can find many definitions of leadership in them; how-ever, these definitions usually list attributes rather than provide a true definition. For this essay, the following definition of leadership is used: "The leader is someone who can attract and retain followers."[3] By extension, a follower is defined as someone who is influenced by a leader. Virtually anyone who is willing and able to develop the skills that would attract others to him or herself can become a leader. Furthermore, the ability to follow, or "followership," is important to the health of an organization. Followers play important roles in organizations, roles that involve the use of leadership skills.

Libraries and library workers, therefore, face two major challenges related to leadership and followership. First, library leaders must tap the staff's vast potential to deal with the various forces affecting libraries. The entire institution benefits when it uses the staff's intelligence, knowledge of operations, and understanding of customer needs. "If there is anything that the nineties have already taught us, it's that most people are both leaders and followers. The roles of leaders and followers are no longer as clearly demarcated as they used to be."[4] One needs only to think quickly about one's acquaintances to realize that the library clerical worker also might be the President of the local PTA! Or a Library Technical Assistant might be a noted poet. It is fortunate that these creative and organizational capabilities are available in libraries given the abundance of issues and tasks crying for leadership attention. It is apparent that these staff members and others express themselves more fully in other areas of their lives outside the library. Could it be because of lack of opportunity and/or an unsupportive work environment in the library? Administrators can encourage staff to develop leadership and followership skills by encouraging them to take advantage of training opportunities, and by making such opportunities available.

Second, all library workers need to

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develop leadership and followership skills that will enable them to participate actively in making organizational improvements. Those who study human behavior have noted that most individuals do not use their full creative or cognitive abilities. However, this does not have to be the case. Louis Ravenhill in *The Last Days Newsletter* tells about a group of tourists who were visiting a picturesque village. As they walked by an old man sitting by a fence, one tourist asked in a patronizing way, "Were any great men born in this village?" The old man replied, "Nope, only babies."[5] The fact that experts now commonly accept the fact that leaders and followers can be trained is cause for optimism.

Robert Kelley, in his book on followership, contends that "Leaders are partners who simply do different things than followers. But both add value and both contributions are necessary for success. But one is not more important than the other."[6] This has become increasingly evident in the library environment as we rely ever more upon the paraprofessional staff to run the daily operations and the systems staff to provide technical support. Paraprofessional staff form a large percentage of our work force in libraries and perform many vital services. As Larry Oberg reports, "Today, few areas of library work are off limits to paraprofessionals, and they perform most of our traditional organizational and archival tasks."[7]

Library workers know that, although the formal mechanisms for widespread leadership are in place in an organization, much leadership takes place informally. Everyone is familiar with the formal organizational charts and the informal based-on-personal-experience with "who gets it done" channels used by those knowledgeable about the local system. "In reality, followership and leadership are two separate concepts, two separate roles. They are complementary, not competitive, paths to organizational contribution. Neither role corners the market on brains, motivation, talent, nor action. Either role can result in an award-winning performance or a flop."[8]

Characteristics of Excellence

Given the increased demands upon libraries and workers, award-winning performances are required. As those who watch the Olympic competitions know, certain factors clearly lead to excellence in athletic accomplishments.

The overriding one is the carefully defined and usually specific goals established by the athlete when preparing for the event. This theme of clearly defined goals or mission statements is found in much of the management literature. Leaders *and* followers must consciously evaluate and establish their personal and work-related goals to achieve excellence in either role.

Warren Bennis and Brent Nanus, in their ground-breaking work on leadership, *Leaders: The Strategies for Taking Charge*, identified four areas of competency in great leaders. The first is attention through vision, which involves creating a *focus* for the followers. The second is meaning through *communication*, which means that leaders invent the images and models through which this vision is to be reached. The third is *trust*, an essential ingredient in any leadership role. Followers must know the positions (or more importantly the values) of leaders and be able to predict their behavior to feel comfortable in following that leader. Finally, they point out that leaders must have *positive self-regard*, which "consists of three major components: knowledge of one's strengths, the capacity to nurture and develop those strengths, and the ability to discern the fit between one's strengths and weaknesses and the organization's needs."[9]

In *The Power of Followership: How to Create Leaders People Want to Follow and Followers Who Lead Themselves*, Robert Kelley identified one primary characteristic of followers who exhibit excellence. "What separates an exemplary follower from someone who does really good work is the notion of 'value added.' … It means making a positive difference in accelerating the organization toward its goals."[10] A good example is the difference between a library worker who continues to perform the same, perhaps no longer necessary, service. The excellent follower, after checking with library customers, would propose a more relevant service. Exemplary followers are focused and committed. They learn as much as they can about the organization and its customers. They ask questions about how their work fits into that of their unit, their department, their division, and the library as a whole. They check with their supervisor to see how their work contributes to his or her work and success. They develop competence in tasks critical to the organization's success, such as expertise in bibliographic control or

computer skills. They show initiative by learning new skills, by taking on new responsibilities, and by sharing new ideas that would enhance the organization's effectiveness.

Ways to Acquire Excellent Leadership and Followership Skills

As shown in the preceding descriptions, acquiring excellence involves commitment, energy, and a dedication to learning and growing. Whatever our current roles and circumstances, we must strive toward development of those skills that will enable us to do the best job possible. There are three sources of information to help us reach our potential.

First, we should look to those staff members who have made the transition from "follower" to "leader" and learn from them. This transition could result from a change in position or even just a change in attitude and growth in understanding of how to make a different contribution. From the examples cited above, obviously those individuals making these transitions accept the challenge of skills development and risk taking. We can learn from those who have been in one role previously to gain perspective on "the view from the other side" and to help others who wish to make the transition. As Joan Bechtel states in her article, "Leadership Lessons Learned from Managing and Being Managed,"

> The experience of 'being managed' and subsequently of 'managing' have led me to the conviction that effective leadership is best understood as a service role or occupation …. The leader's role is to nurture cooperative relationships among the workers while making sure they have what they need to enable them to do their jobs most effectively. The major focus is neither on the leader, nor on the lead [sic], but rather on the mission of the library.[11]

Shelley Rogers also notes in "Out of Theory and Into Practice: Supervising Library Employees," that "… management is an acquired art — and one that usually improves with practice."[12]

Secondly, we should consider membership and active participation in the Library Administration and Management Section of the North Carolina Library Association (LAMS/NCLA), whose

mission is to provide "an organizational framework for improving the practice of administration in libraries and for identifying and fostering administrative skill."[13] LAMS/NCLA is not just for administrators and managers; it is for all library workers who want to improve their management skills. The Section's recent workshops targeted a broader audience. In 1992, LAMS/NCLA sponsored the workshop: "Empowerment: Tapping Everyone's Creative Potential" and, in 1994, "Out of Bureaucracy into Leadership: Getting Things Done Whether or Not You are in Charge." Both workshop themes recognize that leadership occurs at all levels in an organization and the section has a responsibility to provide training for all interested staff.

Third and finally, all can benefit from wise use of the best general management literature to adapt and then adopt the most relevant parts for practice in their own situations. From the multitude of choices, this essay focuses upon three areas to develop expertise in leadership or followership: self-assessment, influential skills, and the empowerment process.

Skills Development: Self-Assessment

To improve as a leader or follower, one must first examine oneself to develop a greater self understanding. Gilbert Brim's book, *Ambition: How We Manage Success and Failure Throughout Our Lives*, is an excellent starting place for a general understanding of our common striving, struggling, and resolution of skills issues throughout our lives. As Brim states,

> We have a basic drive for growth and mastery that is expressed in a variety of specific ambitions. This is a universal characteristic of humans .... We prefer to live in a way that keeps us at a level of 'just manageable difficulties.' We want to be challenged. If life is too hard, we try to ease back; but, if life is too easy, we try to create greater challenges and put more demands upon ourselves.[14]

A good starting point is to examine the successes and failures in our own lives and how we have adapted to them.

As Larry Holman points out in *11 Lessons in Self-Leadership*, "Moving to-

ward positive expectations and beliefs about ourselves and our work — and, by extension, about our teammates and their work — is a process ... The first step toward raising your expectations is the same first step needed to form many of the habits of success: *Determine what you want to do.*" [15]

Stephen Covey, one of the most eloquent writers on excellence in leadership, urges readers to move from management of their time around priorities to management based upon principles at four levels: personal, interpersonal, managerial, and organizational. Covey's book, *The Seven Habits of Highly Effective People*, also outlines habits, which, if internalized, can lead to greater effectiveness as a person and an employee. He believes that "from [the seven habits] an individual can effectively solve problems, maximize opportunities, and continually learn and integrate other principles in an upward spiral of growth."[16]

An additional approach would be to take continuing education courses. Experiences such as those described by Kathryn Deiss in her article, "Paying Attention in Greensboro: The Executive Women Workshop Experience," are good indicators of a staff member's willingness to grow and change with the organization. Deiss attended a workshop at the Center for Creative Leadership in Greensboro, North Carolina, to strengthen her self awareness and establish goals for her personal life and career. She reported that

> Part of this [program] asked that we develop a few goals (professional, personal, community, or family-oriented) and that we establish a specific plan to accomplish one of the goals ... It forced us to think about what it would take, how long it would take, and about how we would recognize completion."[17]

Opportunities like these challenge us to re-examine our own values, beliefs, and goals and put them into the perspectives not just of our work but of our lives.

Skills Development: Ability to Influence Others

Stephen Covey's provocative work, *Principle-Centered Leadership*, includes a chapter entitled "Thirty Methods of Influence." He submits that there are three basic categories of influence: 1) to model by example (others *see*); 2) to build caring relationships (others *feel*);

... with flatter organizations, fewer of us will be in charge, but we will still need to know how to influence change.

and 3) to mentor by instruction (others *hear*)."[18] He clearly believes that we influence by example, through relationships, and by teaching.

Denis Waitley explains how individuals at every level in organizations must reinvent themselves to maximize their potential. According to Waitley, effective self-leadership has become essential as we live in an increasingly knowledge-based world with rapid societal change. He emphasizes individual responsibility. "... those who are aware that they have the power of decision — that they exert control over what happens to them — can choose more effective responses to change and to life's offerings .... The 'Why Me?' so often heard today should be 'Try me!'"[19]

For those who consider themselves followers, Geoffrey Bellman's book, *Getting Things Done When You are Not in Charge*, provides valuable insights. Bellman assumes that, with flatter organizations, fewer of us will be in charge, but we will still need to know how to influence change. He also presupposes that even those in charge have limited power. As Bellman says, "If you are at all like most of the other able people I work with in the middle of large organizations, you are leading a lot less than you proclaim you want to, and less than you know how to. You have the potential to do much more for your organization and yourself than you are doing now. You frequently hold yourself back from action."[20] Bellman's book offers advice on getting other staff to support your cause, obtaining greater

support from management in initiating change, and dealing with organizational politics and power. Furthermore, it points out ways to increase your job performance and personal satisfaction at work.

Skills Development: Empowerment Process

Much has been written about team-based management, TQM, and other approaches involving greater staff participation in the decision-making processes in organizations, including libraries. However, while some organizations report great success with these approaches, others are abandoning or modifying them for their local situations. Both leaders and followers have very important roles to play in the successful empowerment process.

At its heart, empowerment involves letting go of control by the management of an organization. This letting go, however, is not an anarchy. It is the development of a process of mutual partnership to meet an organization's goals. We can learn a lesson regarding empowerment issues within organizations from sandhill cranes. These birds, which fly great distances across continents, apparently have three remarkable qualities. They rotate leadership. No one bird stays out in front all of the time. They choose leaders who can handle turbulence. Finally, while one bird is leading, the rest are honking affirmations of the others.

From organizations still entrenched in hierarchy to those on the cutting edge of TQM, there are some fundamental skills that must be developed and used to be successful. The first is the building and maintenance of trust and respect between the leaders and followers or team members. Often, how-

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ever, even the most well-meaning leader will revert to old-style management by instruction rather than by results, thus undermining the follower's opportunity to expand his skills. *The Leadership Trapeze* by Wilson, George, and Wellins aptly describes the way that managers and supervisors often feel during these times of transition and how they must dare to let go. "The leadership transition isn't merely a matter of numbers and bottom-line results. It's also about profound personal change. It involves much more than getting skills and competencies; leaders must learn how to think and feel differently."[21] Leaders must learn to move from being a commander to a coach. This book diagnoses the stages that teams, team leaders, and team members (read followers) go through in the transition from a traditional to being a team-based environment.

Second is the development of a win/win attitude. Covey describes this as "a frame of mind and heart that constantly seeks mutual benefit in all human interactions. It's not your way or my way; it's a *better* way, a higher way."[22] In his book, *Leadership is an Art*, Max DePree suggests that followership and leadership involve intimacy and personal covenants that people make with each other at work. Harking back

to the original meaning of the word 'leader,' he believes that leaders don't inflict pain; they bear pain."[23] Neal Whitten, in *Becoming an Indispensable Employee in a Disposable World*, advocates that individuals use the following measures to increase their empowerment:

1. Understand your job
2. Take more responsibility for technical and business decisions
3. Take ownership of your own personal development and career .... Believe that you can make a difference.[24]

Third is the creation and maintenance of a supportive work environment in which risk taking and initiative are encouraged and rewarded. As Covey proposes, "Helpful organizational systems greatly facilitate the fulfillment of win/win agreements. Their systems might include strategic planning, company structure, job design, communication, budgeting, compensation, information, recruitment, selection, placement, training, and development. In a helpful system, people receive information about their performance directly, and they use it to make necessary corrections."[25]

Future Challenges: Incorporation of New Skills into Personal and Organizational Life

Given volatile internal and external environments, library managers must recruit new staff who exhibit the willingness to change and grow to help institutions move successfully into the next century. As managers look for these individuals, credentials become less of a predictor of success. Factors such as the individual's attitudes toward change and personal growth can be more revealing barometers of success.

Furthermore, as library workers move toward greater participation in leadership, current leaders must find ways to change their assumptions and paradigms about their roles, the roles of others, and the organization itself. In *The Fifth Discipline: the Art and Practive of the Learning Organization*, Peter Senge has provided excellent context for organizations that must constantly

... the work of leaders and followers is inextricably intertwined.

assimilate new paradigms to survive. He explains that "Systems thinking is a discipline for seeing the 'structures' that underlie complex situations, and for discerning high from lower leverage change .... All [of the disciplines in his book] are concerned with a shift of mind from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future."[26]

Managers and supervisors also must develop new habits to replace the old ones used in their relationships with their followers. William Byham has exposed the "starts and fits" that accompany changes when an organization is moving toward empowerment. His book, *Heroz*, tells the story of factory workers making arrows for knights to use in their fights with dragons. It illustrates how to go about either distributing power more evenly among staff or taking more proactive roles as a worker not in charge. Among many tips in this fable are the following three

rules for how leaders should behave toward others:

1. Maintain or enhance self-esteem.
2. Listen and respond with empathy
3. Ask for help and encourage involvement."[27]

Followers have responsibilities to help their organizations in more vital ways. Kelley advises followers to develop two critical skills: independent critical thinking and active engagement.[28] The exemplary follower thinks for himself or herself separately from the leader or other members of the group. He or she also takes the initiative in meeting the challenges despite other staff's level of followership or the bureaucratic restraints. Kelley sees followers as providing additional value through becoming more goal-focused and finding ways to make contributions to the organization. These individuals develop their expertise in areas beyond the scope of their present assignment, volunteer to take on new duties, and champion creative ideas. As Kelley often declares, followers can play absolutely vital and transforming roles in their organizations. To do so, they must choose to look beyond the narrow perspective of their own tasks and become actively involved in the success of their organization.

Conclusion

This essay has posited three points: (1) leadership and followership roles are equally important; (2) staff can develop skills in these areas; and (3) the work of leaders and followers is so closely related that they are mutually dependent upon one another to achieve the excellence needed in our organizations today.

Both leadership and followership are valuable contributions to our organizations; library workers can be influential while reaching their own goals, those of others, and those of the organization. Most individuals can develop the skills needed for excellence in leadership and followership by paying particular attention to the experiences of those who are in followership roles because these individuals have unique perspectives to share. Another approach is participation in organizations, such as

LAMS/NCLA, and attendance at workshops to learn from others who are facing the same skills issues. A third approach is through attentive reading and consideration of the best in the current general management literature and how it might be applied to library workers and library environments. Besides the wide variety of resources cited in this essay, new ones are produced daily, including ideas on listservs such as *LIBADMIN* and *LIBPER-L*. Continuous learning is essential for excellence in both leadership and followership.

Finally, the work of leaders and followers is inextricably intertwined. Both roles require many of the same skills. Indeed, most of us move back and forth between the two roles depending upon the circumstance. Followership is anything but a passive role. At the level of excellence, it is a very active one, which greatly supports the efforts of the designated leader. Both roles are essential and interdependent. Ultimately, the level of skill, motivation, and enthusiasm we each bring to our organizations will determine both our own personal and the organization's success. Given the high quality of library workers in this state and the willingness of many to stretch to reach excellence in leadership and followership, North Carolina libraries are in good hands.

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   Keyes Metcalf, Planning Academic and Research Library Buildings (New York: McGraw, 1965), 416.
   Susan K. Martin, "The Care and Feeding of the MARC Format," American Libraries 10 (September 1970): 498.

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Truly Effective Leaders Are Born, Not Made

by *Benjamin F. Speller, Jr.*

"Leadership is the function of who you are."
— Richard Ruhmann, "Leadership in a Changing World," *Business Leader* 7 (January 1996): 6.

According to a December 9, 1995, editorial in *The Economist*, this basic principle is at the core of effective leadership. "In America, leadership has become something of a cult concept." The trend in assuming that everyone can be a leader has resulted in a significant vaccum of truly effective leaders. As a result, leadership training centers are being developed at a significant rate. Frank Freeman of the Center for Creative Leadership estimated for *The Economist* that more than 500-600 colleges in the United States offer some type of leadership program. This estimate does not include commercial organizations or professional associations.

True leaders are born, not made. They generally are open and have never met a stranger. They have a sense of the importance of maintaining the self-esteem of others even in negative encounters or in light of philosophical differences. They have the ability to focus on the broader world and look for long-term impact. They can discern from what they hear the precise short-term and long-term needs of their communities. They learn intuitively, at an early age, that timing is everything. They are ready when a window of opportunity opens. True leaders are aware not only of their own motivations, but the motivations of their communities.

My professional experiences with individuals in positions of leadership , and those that I have read about in the literature of librarianship, business, and politics, can be grouped into three categories:

1. Those who possess the capacity to inspire others to undertake initiatives, but lack the self-discipline to translate their vision into sustained programmatic activity.
2. Those who possess exceptional practical discipline, but are unable to mobilize the communities or constituent groups.
3. Those who possess both the capacity to inspire their constituent groups with a vision to organizational transformation and the ability to lead a disciplined and structured business enterprise.

The libraries that impress me most are headed by individuals whose leadership skills place them in the third category. The leadership qualities most broadly evident include:

Balanced competencies. They are perceptive community leaders and disciplined business managers.
Sense of vocation. They come to their work with a strong commitment. They do not see what they do as a job or temporary activity.
Personal integrity. They operate aboveboard with a sense of personal integrity and have respect for the contributions of others. They always acknowledge personally and publicly the contributions of others.
Determination to succeed. They consistently make seemingly unworkable projects work because of a stubborn unwillingness to give up on something in which they have a strong belief.
Collaborative work ethic. They stress working in partnerships and cooperatively with others in their organizations and communities.
Eye for winners. They recognize an excellent resource, human or product, when they see it.
Results-oriented. They focus on finding solutions to problems rather than complaining about difficulties. They are more interested in long-term solutions.
Visionary. They focus on innovation and experimentation. Operational flexibility is also one of their guiding principles.

When we identify individuals in our library programs, libraries, or professional associations who are obviously born leaders, we should encourage them: (1) to acquire the knowledge and technical skills and (2) to enhance their diplomatic skills to become our next generation of effective leaders in a global environment.

COUNTER POINT

Then Let's Get Out
of the Way!

by Harry Tuchmayer, Column Editor

The fact of the matter is, if Ben is right, and I tend to think he is, then we have a big problem on our hands. If truly effective leaders are really born and not made, then there is too much genetic engineering going on!

Now its one thing in the world of politics. Spin doctors and deep pockets have much too much influence as it is to expect anything other than manufactured leaders dominating the field. But why are the rest of us still trying to create these leaders out of whole cloth? The truth of the matter is, librarians are spending too much time creating bad leaders, when we should be training good librarians.

Rather than wasting time on workshops and leadership institutes designed to build future leaders, doesn't it make more sense to focus our energies on preparing a core of properly educated and well trained professionals? Because the problem isn't with finding leaders with vision, but with making certain we are all working towards the same vision.

Well trained librarians should already know what the goals of the library are and where our profession is headed. And if they don't, then let's focus our energies on making certain that they do. Adequately train the people you have, and if they still can't do the job, get rid of them. Recruit intelligent and capable people to become librarians and information professionals. Pay them what they're worth. Then leave them alone to do the job they were hired to do.

The problem has never been one of identifying individuals with leadership potential, the problem is when we try to make them leaders. Because by definition, those who already "possess both the capacity to inspire" and "the ability to lead" don't sit idly by waiting for others to give them the reins of power, they take it.

The real problem is when we try to make a leader out of an individual who possesses only one or two of the many traits that Ben so aptly identified as component parts of the leadership personality. It doesn't work!

Encouraging individuals to grow and develop is a wonderful thing, but don't confuse development with destiny. Potential is just that, potential. It is neither a predictor of success or a guarantee of performance. Let the "natural leaders" come to the forefront on their own, and stop forcing others to become someone the rest of us will regret was ever created.

Let's be honest. Too many leaders are put in that position because they were once great librarians. But being a competent bibliographer, cataloger or reference librarian has no bearing on whether or not you can lead people into the future. And too often we make these very people the leaders of our organizations.

A good leader must be someone who is capable of creating an environment that lets the individual reach their full potential. He must allow subordinates to take informed risks, and if necessary, learn by their mistakes as well as success. And finally, he must trust that the vision he helped create, will be pursued by those who work in the organization.

Of course, its the "vision thing" that causes most of the problems. Why is it that two dynamic and capable leaders can often have such varying views of the future. How do you ever correct for those charismatic individuals who are capable of leading us in the wrong direction, or quite possibly, on the road to ruin. What do you do when you have such a leader, and he is leading us all astray?

My feeling is we often get into these messes precisely because we are too busy encouraging those who have some of the qualities it takes to lead, without ever bothering to first determine whether or not we know where it is they will lead us.

Maybe, just maybe, we should leave well enough alone and let nature take its course.

in edition □□□

A Case in Point:

Individual Library Instruction for International Students

by *Nan Watkins*

Western Carolina University, a small comprehensive regional campus with a student enrollment of approximately six thousand, is one of the sixteen senior institutions of the University of North Carolina. It is situated in the unincorporated village of Cullowhee in the Blue Ridge Mountains. With an international student population of less than two percent of the student body, why would our library reference staff make it a priority to support individualized bibliographic instruction for students from other countries?

A majority of our international students are graduate students, and most come from Asian and African countries. Almost none have experience using American libraries, and many have limited ability using the English language. A minority of students come from Europe and South America with varying degrees of command of written and spoken English. When left on their own in our library, most of these students do not know where to begin. When I first joined the library staff thirteen years ago, a few international students managed to join our regular library tours for freshmen, but they profited little because of their limitations with the English language and their lack of experience in American libraries. They were hesitant to come to the Reference Desk for help; when they did come, the staff had trouble understanding their requests, and the students often did not have the background to comprehend the librarian's reply. Despite these hardships, the international students remained persistent in their attempts to do library assignments and research, and the librarians remained unsatisfied with their ability to give them meaningful help. Something had to be done.

The staff of our Reference Department identified the specialized needs of international students some ten years ago. We came to realize that our roughly one hundred international students were among the most dedicated and extensive users of the library. Because we are a small school, we felt that having one librarian take extra time at the beginning of each semester to give the approximately twenty new international students individualized library instruction would be an efficient way to put the foreign students on a near-equal footing with their American classmates. We hoped that by giving the international students this specially designed library instruction, the future interactions between foreign students and library staff would be more effective, more sophisticated, and more rewarding for all concerned.

Having been a foreign student myself, I offered to develop a special orientation program tailored to the individual needs of our international students. When I began developing this program, I turned to the literature to see what help and advice were available. One of the first studies on international students' library orientation was published in 1969 by Mary Lewis. A few articles appeared each year during the 1970s. Then, the 1980s saw a large increase in foreign student enrollment with a corresponding increase in library literature dealing with this new challenge for librarians. Early in 1995, Allen Natowitz examined eighteen articles written over the previous ten years and put into perspective the current state of orientation for international students. The articles ranged from practical suggestions on how to present new material to foreign students, to special classroom instruction for these students, to statistical studies of the effectiveness of various programs. Nowhere did I find a guide to individualized instruction. Thus, it was with a combination of personal experience and reading the published literature that I developed a program that suited the needs of the students and staff at our library.

International students require that we understand their different worlds of experience. We must remember that they come from different cultural backgrounds and have different social standards from our own. For students who have just flown in from a distant foreign country, the culture shock is great. They must deal immediately with a foreign immigration service, a foreign language, foreign money, a foreign calendar, and a foreign educational system. They must adjust to many subtle changes in daily life: different expectations concerning punctuality and different ways of interacting with people, including different roles for men and women. When things get rough, they become homesick for their native countries, their own foods, and their own places of religious worship. Yet, these students know that they and their families have made great sacrifices for them to come to the United States for an education, and they want to make the most of their time here.

Our goal for these new international students was to help them become proficient in the basic skills required for using our university library for their graduate or undergraduate studies. It was agreed that this would mean the students should know the layout of the library; have a fundamental understanding of the LC classification scheme and what a call number is; have the ability to use the OPAC to find a book; understand how to use a periodical index to find an article; know how to locate the book and article on the library shelves; be

introduced briefly to those automated and paper resources that would be appropriate to the students' fields of study; know how to operate the copy machines and how to check out circulating materials; know when to ask the librarian for help when they were unable to locate what they needed.

During the past ten years that I have given instruction to our international students, I have refined the technique and made changes when new technology and resources required them. Despite the great changes that have taken place in college and university libraries during that time, four steps remain basic to the instruction. They are as follows:

1. Identify the new international students at the beginning of each semester.
2. Meet the students as a group and give them written invitations for their individualized instruction.
3. Interview the students briefly when they come to the library to make their appointments for instruction.
4. Give a library tour and instruction tailored to the needs of the individual foreign students.

Before discussing these four steps, let me mention a few general techniques that I have found effective in working with international students:

- Plan to instruct from one to a maximum of four students at a time; when there is more than one student, it is preferable that they be from the same country. Two or three is a good number for students who have low language skills, for they can help each other understand new concepts in their native language. If there are more than four students, they do not get much hands-on experience, and they receive less individual attention.

- Speak clearly, perhaps a bit more slowly than usual, and do not use slang or jargon. Do not make jokes unless your students are excellent speakers of English. It is not necessary to raise your voice.

- Do not lecture, but converse with the students, asking frequent questions that require responses. The fact that the students often nod their heads while you talk does not mean that they understand what you are saying.

- Carry a plain piece of paper and a pen while giving the tour and instruction, and write down important words which are not familiar to the students. They master new vocabulary more easily when simultaneously seeing and hearing the words.

- Give the students as much hands-on experience as possible. It is helpful to stand with your hands behind your back when demonstrating machines so that the students will have the experience of doing things for themselves.

- Be selective about what you choose to show the students, and avoid overwhelming them with too much information in a short period of time. Limit each session to one hour.

- Sharpen your listening skills to be alert to various foreign accents. If you cannot understand what a student says, ask him/her to write it down.

- Keep patience and good humor in generous supply.

The first step of identifying the new students is achieved with the help of the Director for International Students. At the beginning of each semester, I attend the required Special Orientation for International Students held the weekend before classes begin. There I meet all the new students, get a list of their names, addresses, and phone numbers from the Director, and have the chance to talk with them informally. I speak briefly to the group as a whole, emphasizing the importance of library assignments in their upcoming education in the United States. I encourage the students to come for their instruction alone or with fellow students from their own country. During the first week of classes, each student is given a written invitation to come to the Reference Department to make an appointment with me for library instruction. I find that a large majority of new students dutifully report. The few remaining students, too shy or too busy or confused to come by, I contact again, so that in the end nearly all international students receive instruction.

When the students come to make their appointments, I use the opportunity to conduct a brief interview with each one; this helps me to determine his or her language skills, course of study, and level of previous library experience. Ask-

We want them to know our staff is very service-oriented and ready to help them with their library research. This is usually in contrast to what many of them have experienced in their libraries back home.

ing them to tell a little about their backgrounds and study interests helps to put them at ease and gives them the opportunity to talk about subjects that pose no threat to them. This is also a wonderful chance to learn about library practices around the world. We make an appointment to meet, and I give each student a written slip stating the date, time, and place we will meet. After the student leaves, I jot down the pertinent information I need to plan my initial strategy for instruction. If the student is from a remote university in western China, for example, with no experience in using open stacks, in typing, or in using machines found in our library, I plan several separate hour-long sessions. If a student is from the Netherlands with an excellent command of English and with a more sophisticated library-use background, I plan a tour and instruction which can probably be completed in one good session.

I always begin the library tour at our kiosk showing the library floor plan and highlighting the areas pertinent to the needs of the particular students. At this point, I give a brief discussion of our general philosophy of library use — that we aim to give all students the basic skills to be self-reliant in doing routine library operations. We also want them to know our staff is very service-oriented and ready to help them with their library research. This is usually in contrast to what many of them have experienced in their libraries back home. With this in mind, we take a walking tour of the library, and I introduce the students to library staff whenever possible. These introductions not only help break down the barrier of formality which many foreign students feel toward staff, but they

also give staff members a moment of personal contact so that future exchanges with the students run more smoothly.

At the point at which I show the students the reference collection, I ask them what a call number is. Because they rarely know the answer, I have an opportunity to give them a one-page outline of the LC classification system. We begin with the letters AE at the general encyclopedias and then continue through a few more letters — AY, B, BF, BL, etc. — until they get the general idea of how the letters aid in arranging the books by subject. Then we jump to the section of the student's major — the Ts and technology, for example — so that by actually seeing the books and circling the call number on the LC classification outline, the students will remember where to go for their chief reference needs. At this time, I also show a few examples of subject encyclopedias, saying they are generally shelved at the beginning of each new call number. These encyclopedias are excellent tools for students who do not have the background of an American education and who need help in developing their English vocabularies.

After touring the reference section, we move around the library through the current, bound, and microfilm periodicals, taking enough time for the newly arrived students to master the necessary jargon, and stopping by the various copy machines to teach the students what a nickel is and how to purchase a debit card and make copies. We visit the periodical indexes and the various CD-ROM stations, where I explain only general concepts and point out specific indexes and databases which would be of use to the students. We end the tour visiting the circulating collection, the circulation desk, and any other particular departments of the library such as the Map Room, Government Documents, or Curriculum Library, which would be pertinent to the students concerned.

The second phase of the orientation becomes more specific, with instruction on the OPAC and periodical indexes. The level of instruction is geared to the experience of the students. For those students who are unfamiliar with computers, the instruction may require patient attention while they try their hand at locating sources in their fields. With automated sources changing so frequently, I try to introduce the concepts of navigating through the online system, emphasizing the importance of being observant about where, and in which database, the student currently is. For those with little experience with computers, I recommend that they make time for short, frequent practice sessions in the first weeks of school, so that they begin to feel at home with the new system before the crunch of term papers comes. The minimum goal of this session is to enable the students to find a book, with the aid of the *LC Subject Headings* in their major field of study; to know how to use both a paper and an automated periodical index (InfoTrac); and to have an overview of the various off-campus resources available to them. When the students have located the citations for a book and a periodical article in their various fields, they are asked to find the book and the article on their own and to bring them back so we can examine them together. We discuss briefly the bibliography,

abstract, index, and any other salient features, helping the students to evaluate the fund of information they have found.

It remains surprising to me how difficult this final assignment of finding a book and an article can be. It becomes the test of how much the students have comprehended in both the tour and the instruction and how well the librarian has communicated with them. It is humbling for the librarian to realize how necessary it is to be clear, concise, focused, and perceptive of the students' response during the actual instruction.

In conclusion, I can say that our reference staff is unanimous in wishing to continue this special instruction. We have found that individualized instruction for the international students at our small school is well worth the time and effort invested. It yields a far more productive working relationship between student and librarian than any group instruction we have tried. Our ability to help the international students surmount their "handicaps" of no American schooling and not having English as a native language gives large rewards in the form of seeing them progress and flourish in their university experience in this country. Feeling at ease in the library is the key that gives these students confidence in their studies, which, in turn, is crucial to their integration into campus life as valued university citizens who have much to offer us all. For the librarian privileged to give international students individual instruction, the rewards are great. In the vast majority of cases the students are highly motivated to learn, and they are quick and generous in showing their gratitude for guidance received.

It is humbling for the librarian to realize how necessary it is to be clear, concise, focused, and perceptive of the students' response during the actual instruction.

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ired to the orld — by *Ralph Lee Scott*

— North Carolina State Parks System —

With summer approaching and travel plans in librarians' and patrons' minds, "Wired to the World" visits the North Carolina State Parks World Wide Web site. To reach this site, point your favorite web browser to: **http://ils.unc.edu/parkproject/ncparks.html**. When you connect to this site you will receive the welcome page from the *North Carolina State Parks System Hyper Media Information Service*. On the welcome page are three Parks System links and two North Carolina travel-related non-Park URLs.

The *Parks System* links are divided into three broad categories: State Park and Recreation Areas, the North Carolina Natural Heritage Program, and the Volunteer Program. The State Park and Recreation Area has links to: 1) a Calendar of Events for NC State Parks, and 2) a geographically based list of NC State Parks. The Calendar of Events is further subdivided by month, and lists such hot events as: Birdwatching 101 (the weekly two-mile walk at the Eno River State Park); Wildflower Hike at Jones Lake State Park; the Owl Prowl (also at Eno River); the Dolphin Watch at Hammocks Beach State Park; the Mother's Day Hike at Pilot Mountain State Park ("Bring your Mother and come celebrate Mother's Day as we treat her to a leisurely hike around Sassafras Trail"); the Turtle Talk at Fort Macon State Park; Plants that Bite Back at Carolina Beach State Park; and the Musket Firing Demonstrations at Fort Macon State Park. Events listed seemed to be exclusively in eastern parks for the month I checked. I am not able to tell if this is normal and the western parks don't offer any events, or if the online calendar had not been updated for the whole state for the month of May when this was written.

The links to specific state parks (for example Mount Mitchell State Park) provide the following information about park facilities: Camping Sites; Education Programs; Food, Drinks and Museum Shops; Trails, Picnicking Facilities; Playgrounds; Cabin Rentals; Water Activities; Rules and Regulations; and an e-mail address for more information. The Trails listings give the number of trails, length, activity level (from easy to strenuous), and any special trails such as ones for Bikes and Bridles (for horses, ponies, and I suppose mules if that appeals to you!). Picnic information gives the number of areas, facilities (grills, tables, rest rooms, drinking water availability) and shelter capacity (along with reservation and cost information — often shelters must be reserved in advance and a small use fee paid). Camping information is divided into: Group, Backpack, Youth, Canoe, RV, Tent/ Trailer, and Primitive. Rates for camping and useful information for the site (such as "Campers should be alert to higher water conditions that could cause flooding to the area") are provided on the web page listing. Hopefully, this data will be updated on a frequent basis. The Water Activities section provides listings on opportunities for swimming, fishing, boating (and boat rental), and canoeing. Educational programs are listed by type: Natural History Programs, Cultural Programs, and Environmental Programs (such as the Environmental Educational Learning Experience — Jomeokee Geology program offered at the Pilot Mountain State Park). The Food, Drink and Shop section provides information on refreshment stand concessions and the hour of Museum Shop operation.

The second area on the *North Carolina State Parks* web system is the North Carolina Natural Heritage Program page. The North Carolina Natural Heritage Program "inventories, catalogues and facilitates the protection of the rarest and the most outstanding elements of the natural diversity of our state." Major database inventories that the program has completed are: the Albemarle-Pamlico Estuarine Study, the Highlands Ranger District of the Nantahala National Forest and the Appalachian Trail Corridor, the Swift Creek project, and the Department of Defense Installation Inventory. This database contains over 14,500 records of Natural Heritage sites in North Carolina alone. The Natural Heritage Program section of the web page gives an overview of the National Heritage Program (NHP), detail of the inventory process, a list of information services available, and a registry of natural areas and dedicated state nature preserves. Through this web page you can also search the North Carolina NHP anonymous FTP archive. This is a clickable archive that contains the following: List of Endangered Plant Species and Plant Species of Concern; List of Endangered Animal Species and Animal Species of Concern and List Format and Definition for Endangered Animals List; and List of Endangered Communities and Communities of Concern. These lists seem to date from July 1995. Again, hopefully, annual updates will be provided. This part of the *State Parks* web site also has links to nineteen other state Natural Heritage and two Canadian Provincial Conservation Data Centre web sites.

The third section of the *North Carolina State Parks System* web page covers the State Parks Volunteer Program. This section contains an overview and history of the Volunteer Program, which dates back to the early

1930s. Current operation is under State Executive Order 48 of April 1980 that established policies governing the use of volunteers in state agencies. This section is illustrated with photographs of volunteers in action in North Carolina state parks. The section ends with a list of job descriptions for volunteers who are currently needed, such as Campground Host, Astronomy Interpreter, Bird Specialist, Small Engine Mechanic, Photo/Graphic Assistant, Clerk Typist, Trails Crew Leader, and Grounds Worker.

The *Parks* web site concludes with links to two other North Carolina-related travel interest sites: *North Carolina Discoveries* — A Traveler's Journal and the *North Carolina Encyclopedia*. *North Carolina Discoveries* is a web archive version of the summer 1994 travels of Julie Ann Powers and Roger Winstead that appeared in the print and online versions of the Raleigh *News and Observer*. Here you click on specific travel stories, such as the article about the town of Oriental entitled: "Cheap Burgers in Paradise" (June 2, 1994 *N&O*). These are really neat travel visits — check them out. The *North Carolina Encyclopedia* is an online resource of information designed by the Division of State Library about the "people, government, history and resources of North Carolina." This site will be visited in a future "Wired to the World" column.

The *North Carolina State Parks System* web site is a model of how useful information on state agencies can be stored electronically and made available to the world via the Internet. It provides useful, timely and well-illustrated material. Library patrons will find this site very informative and easy to use.

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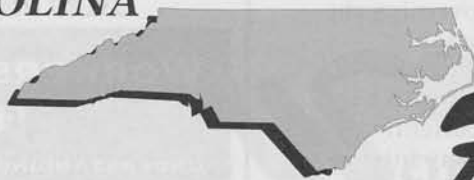
Books

Dorothy Hodder, Compiler

*I*f Abel helped Cain run for Governor of North Carolina, the results would come out something like *Answers to Lucky*. In his third novel (following *Littlejohn* and *Fat Lightning*), Howard Owen gives the reader a tightly woven story about the extraordinary pain ordinary people inflict on their closest relations, for the best reasons in the world.

Answers to Lucky is the story of Tommy Sweatt's twin sons, Thomas Edison, or Tom Ed, and Jack Dempsey, or Lucky. Sweatts were 'river rats' in Port Campbell, a fictitious town in fictitious Scots County, somewhere in Eastern North Carolina. When Genie Balcom married Tommy Sweatt and stayed with him in the face of her wealthy family's complete disapproval, Tommy determined that his sons would amount to something to prove the Balcoms wrong. He put a baseball in their crib when they were just home from the hospital, and drilled them constantly in sports from then on. "'Boys,' Tommy would tell them over and over, 'you got to get up every day mad at the world 'cause somebody's ahead of you. Don't nobody deserve to be ahead of my boys.'"

Neither twin was ahead of the other until third grade, when Lucky contracted polio. Although he recovered enough to walk with only a slight limp, and quickly caught up his missed school work, Lucky might as well have been invisible to his father from then on. Tommy turned all his relentless energy on making a winner out of Tom Ed, and when Lucky's teenage resentment finally boiled over in a vicious attack on his brother, Tommy had him arrested and didn't bother to bail him out.

Howard Owen.

Answers to Lucky.

New York: HarperCollins Publishers, 1996.
214 pp. $22.00. ISBN 0-06-017312-2.

Lucky drifted in exile for the next several years, eventually falling into college, marriage to a good wife, and uneventful domesticity. Tom Ed went to Carolina, made money as a developer around Port Campbell, ran for mayor, and then set his sights on the Governor's Mansion. When his regular campaign driver dropped out, Tommy summoned Lucky to help his brother, and Lucky, wanting to repair the distance between himself and his twin, complied. It is at this point that Howard Owen begins his story, weaving back and forth between the past and the present as the brothers become reacquainted against the backdrop of Lucky's memories.

Tom Ed has a couple of problems in his campaign. One is that parts of Westlake, the development where he made his money, were plagued with 'shrink-swell' soil that tended to crack the foundations of the houses. Another is that he cannot win the election without the blessing of the Christian Right, but he is having an affair with Susannah Morgan, trophy wife of Horace Morgan, his principal financial backer, and has gotten her pregnant and paid for her abortion. Unfortunately, Susannah is so indiscreet that Horace, Tom Ed's wife Lucinda, and Tommy Sweatt are all aware of this. Any reader could tell that Tom Ed's ego will wreck his own house of cards, but Owen skillfully prolongs the ride and throws in some unexpected twists.

Howard Owen has captured the nitty-gritty towns of North Carolina, the good old boys at the barbeque fundraisers, the church halls, and the hotel lobbies. He understands the politics, the race relations, the religion, and the hypocrisy. As he peels back the layers of hurt in the Sweatt family and the layers of corruption in Tom Ed's campaign, he makes some room for Lucky's image of himself to heal itself, and he always leaves room for humor. Recommended for public libraries and all North Carolina fiction collections.

— Dorothy Hodder, New Hanover County Public Library

*A*t last, aficionados of North Carolina biography can enjoy a full-length book on the life of William Rand Kenan, Jr. Most natives recognize the name Kenan and associate it with major philanthropical efforts such as the William R. Kenan, Jr. Charitable Trust, Kenan Professorships, Chapel Hill's Kenan Stadium, Wilmington's Kenan Plaza, Kenansville's Liberty Hall, and many others. According to author Dr. Walter Campbell, Kenan was more than a generous donor; he excelled as a scientist and businessman, who managed to handle the tremendous fortune that family circumstances brought him.

A Wilmington native, Kenan entered the University of North Carolina at Chapel Hill as an enthusiastic chemistry student. The University's history is woven in and out of the biography since he spent so much of his life associated with it. While studying under chemistry professor Venable, Kenan was asked to analyze sludge taken from the waste of an aluminum arc furnace in Spray, N.C. He found that the gas given off the sludge was calcium carbide, useful in producing acetylene, a discovery that spawned John Motley Morehead's Union Carbide Corporation.

Kenan had a promising career with the growing industry, but was sidetracked by the marriage of his sister, Mary Lily, to Henry Morrison Flagler, the famously wealthy co-founder of the Standard Oil Company. Kenan's involvements with Flagler's businesses in South Florida and the Florida East Coast Railroad occupied most of the remainder of his life.

Campbell carefully documents his work using family letters, interviews, reminiscences, and public records. Much of the book centers on the controversy involving the untimely death of Mary Lily and the Bingham family of Kentucky. After Flagler's death, she married Robert Worth Bingham of Louisville. The author is confident that he has solved the question of whether foul play was evident in her death.

A Southerner, Kenan surprisingly settled in Lockport, New York, where he maintained a residence for sixty years. He spent much of his time in New York and Florida taking care of the Flagler businesses. A successful businessman, Kenan continued to surround himself with scientists. It was at his Lockport farms that he created the nation's largest and most advanced private dairy research farm. Here he died in 1965, a lonely old man, leaving an estate worth $161 million dollars, of which $95 million went to the Charitable Trust.

This biography is recommended for all public and academic libraries with an interest in the history of UNC-Chapel Hill; of scientific industrialization; of railroading; of Floridian hotels and resorts; of Wilmington and Duplin County, North Carolina; of Lockport, New York; and of the lives of the Flaglers, Binghams, and Kenans and their wealthy friends and enemies.

— Beverly Tetterton, New Hanover Public Library

Walter E. Campbell.

Across Fortune's Tracks: A Biography of William Rand Kenan, Jr.

Chapel Hill, NC: The University of North Carolina Press, 1996. 417 pages. $34.95. ISBN 0-80782268-X.

*n*orth Carolina is a state particularly proud of its history. Almost every adult Tar Heel can name a dozen or more famous persons, places, or events in the state's past. The Battle of Bentonville is likely to be among the first events mentioned, yet although people know *of* the battle, few know *much* about it. Reading *Last Stand in the Carolinas* can change that, for Mark L. Bradley has written a comprehensive and accessible account of the Union Army's 1865 campaign in the Carolinas, and the climactic battle of that campaign at Bentonville on March 19-21.

The Battle of Bentonville is a relatively neglected Civil War story, in part because the two commanding generals, William T. Sherman and Joseph E. Johnston, gave little attention to the battle in their postwar memoirs. This silence at the top did not deter Bradley in his quest for the full story of Bentonville. He supplemented research in standard sources, such as *The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies*, with the study of hundreds of diaries and manuscript collections. He has combined that research with extensive knowledge of the battlefield site to produce a work that

Mark L. Bradley.

Last Stand in the Carolinas: The Battle of Bentonville.

1st hardcover ed. Campbell, CA.: Savas Woodbury Publishers, 1996. 575 pp. $29.95. ISBN 1882810023.

tells the story of Bentonville at the strategic, tactical, and personal levels. Within the context of a conventional chronological narrative, he explains the strategic significance of the action in the Carolinas, introduces the leaders on both sides, details the resources at their commands, and brings all the participants to the battle site. The three days of fighting are then presented. The initial success of the Confederates, the shift of momentum on the second day, and the failure of the Union forces to crush Johnston's army are described. The thinking of the commanders, the sequence of orders, the ebb and flow of each day's action, and the human consequences of the engagement are covered. Bradley uses quotations from both official documents and personal reminiscences to good effect on almost every page.

Last Stand in the Carolinas includes endnotes, an extensive bibliography, and an index. The volume also contains three dozen maps by Mark A. Moore. These maps are exceptionally clear and well done. They greatly assisted this reader in understanding the lines of battle and the strengths and vulnerabilities of the various units.

Bradley is a freelance writer and historian, and this is his first book. He originally intended to write a complete history of Sherman's and Johnston's armies in the Carolinas, doing for military operations what John Barrett did for civilian affairs in *Sherman's March through the Carolinas*. As Bradley conducted his research, he found that the story of Bentonville alone would require a full book. The author is now working on a second volume that will cover these same two armies from Bentonville until Johnston's surrender to Sherman at Bennett Place on April 26, 1865.

Although the length of the volume is daunting, and Bradley is not a writer of the caliber of James McPherson or Shelby Foote, *Last Stand in the Carolinas* is likely to become the standard work on the Battle of Bentonville. It is a necessary purchase for college, public, and high school libraries in the state.

— Eileen McGrath, University of North Carolina at Chapel Hill

James L. Leloudis.

Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880-1920.

Chapel Hill: University of North Carolina Press, 1996. xvii, 338 pp. $39.95 . ISBN 0-8078-2265-5.

In his impressive new book *Schooling the New South*, University of North Carolina at Chapel Hill History Professor James Leloudis (co-author of *Like A Family: The Making of a Southern Cotton Mill World*) examines the development of a statewide system of graded schools in Progressive-Era North Carolina. The work centers on the struggle to move from the locally-controlled common school to a statewide education system (ideally) based on professionalism and standardization. The book's theme is the battle between defenders of a local society based on tradition and parochial control and those favoring a society governed by the marketplace, in hopes of training good citizens for a modernizing New South.

Leloudis pays primary attention to the politicians, educators, and social activists who shaped educational development at the turn of the century. He gives detailed accounts of Edwin Alderman, Charles McIver, and James Joyner's political-style campaigns to bolster educational reform in local communities. The analysis of McIver's founding of the Greensboro Normal and Industrial School for Teacher Training provides perhaps the most vivid reading in this well-written book. The role of women's groups is also addressed. Using the gendered metaphor of "women as housekeepers," Leloudis argues that women's groups were very effective in overcoming local opposition; by promoting slow, less overtly challenging changes (such as better buildings and grounds) and working with local communities, they became "the reform movement's passport into the otherwise insular world of the neighborhood school."

A disturbing paradox of Progressive-Era Southern school reform was its ties to white supremacy. Leloudis points out that it was the Fusionist government of the mid-1890s that opposed, and nearly derailed, attempts for a statewide graded-school system. This paradox is placed in clearer context in the chapter on "the

riddle of race." Early 20th-century Democrats, particularly the Aycock Administration, saw developing black education as crucial to a program of race-based social control, diverting attention from questions of political equality, and eventually, stemming black emigration. Together with Northern philanthropic groups, reformers promoted industrial education to train blacks to be good workers and subservient citizens. Leloudis correctly argues, however, that primary credit for the development of black education goes to local black communities, which raised significant amounts of the necessary money and often battled authorities for control over the direction of black education. For all sides involved, schooling for blacks occupied a dangerous middle ground between social control and the assertion of black group rights.

Schooling the New South is a work of first-rate academic scholarship. Leloudis makes effective use of a wide range of archival materials and secondary sources, and includes a detailed notes section, bibliography, and index. This book is important reading for anyone interested in Southern educational history and/or the Progressive Era, and is also very appropriate for anyone with a general interest in North Carolina history.

— David A. Strong, Department of Sociology, Indiana University, Bloomington

*R*eptiles of North Carolina is a definitive piece of work that reveals just about everything anyone would want to know about the subject. Published for the North Carolina State Museum of Natural Sciences, the book is a must-have for educators, researchers, reptile enthusiasts, and natural history buffs.

William M. Palmer and Alvin L. Braswell.

Reptiles of North Carolina.

Chapel Hill: The University of North Carolina Press, 1995. xiii, 412 pp. $49.95. ISBN 0-807888-2158-6.

Palmer and Braswell are without question outstanding authorities on the subject of reptiles in general and North Carolina's reptiles in particular. William Palmer is Director of Research and Collections at the North Carolina State Museum of Natural Sciences, and Alvin Braswell is Curator of Lower Vertebrates at the Museum. Their combined twenty-plus years of work in the field and laboratory have given them an insight into North Carolina reptiles that few people, if any, can match.

Palmer and Braswell's exhaustive study of the state's reptiles constitutes a library in one volume. Far too large to call a field guide, it belongs wherever work is being done with reptiles. Where a field guide generally has a paragraph or two and a range map for each animal it describes, *Reptiles of North Carolina* devotes pages to the natural history of each of the 71 reptile species (21 turtles, 12 lizards, 37 snakes, and 1 crocodilian) alive in the state today. Each entry describes the animal's appearance, including known variations of each species, and the habitats the animal occupies with interesting notes about the animal's habits. The authors chose to use only metric measurements in their descriptions, which may be a minor obstacle to some readers. The narration is supported by outstanding pen and ink drawings by museum illustrator Renaldo Kuhler, and the book includes an excellent section of color photographs.

Reptiles of North Carolina is highly recommended for school, public, and academic libraries, as well as for all natural history enthusiasts.

— Andy Wood, North Carolina Aquarium at Fort Fisher

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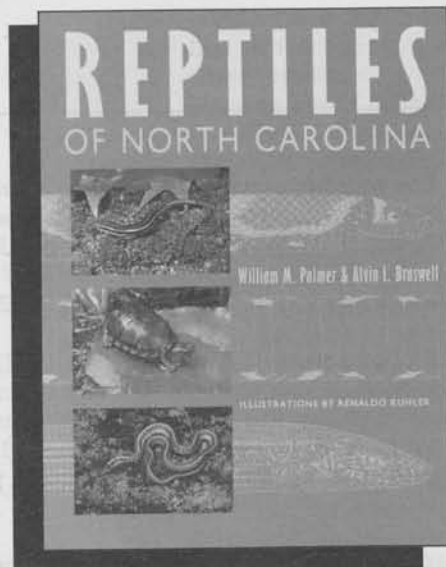
* Due to a computer glitch, Dorothy Hodder needs the addresses and phone numbers of all persons who have reviewed, or are interested in reviewing books for this section. Please refer to Editorial Staff on page 43 for reply address. – Thank you.

Edgar Wyatt states in his book *Growing Up in Raleigh* that children don't change much from one generation to the next. In a light, oral tradition of social history Mr. Wyatt depicts a young boy's life in a small capital city of a modest southern state in the twenties and thirties. Some of the topics range backward to a time not so distant in the South. Elderly warriors could still be seen rocking on the porch of the Old Confederate Soldiers' Home. Other shadows of "the recent unpleasantness" loom in the story of old Mrs. Baker, who always paid the eight-cent fare for the streetcar with a dime, but refused to accept the change because the pennies bore the face of Abraham Lincoln. Time did not move fast enough to blow away tradition, and history crowded the streets of Raleigh.

Edgar M. Wyatt.

Growing Up in Raleigh: Childhood Memories of Life in the Capital City During the Great Depression.

Raleigh: Wyatt Classics, Inc., 1012 Vance Street, Raleigh, NC 27608, 1996. 146 pp. $14.95. No ISBN.

Time and technology were, however, stirring. Telephones with numbers ranging from two to four digits passed through the Raleigh switchboard. The Smoke Shop on Fayetteville St. received the big league baseball scores inning by inning on ticker tape, and the scores were then written on a chalk board outside the shop — up-to-the-minute news for sports fans. Atwater-Kent radios beamed in "Little Orphan Annie," Edgar Bergen and Charlie McCarthy; 78 RPM records quickly spun out a tune on the Victor Talking Machine, better known as the Victrola. Cars, which were still a novelty, were becoming an innate masculine preoccupation. Boys, then as now, could identify with alacrity the different makes of cars. Only the names were different: Hudson, Essex, and The Reo Flying Cloud.

Leisure time of sixty years past contrasts sharply with today's activities and sports passions. Basketball was considered a "sissy" sport! Contact football in winter, and all day, drop-in, drop-out baseball games in summer occupied the neighborhood kids quite well. Less intense exercises included marbles, which required a special argot— "taws," "dinkies," "aggies," and "steelies."

The basic traits of childhood do not change drastically over generations, but life and activities in a given place do. Herein will lie the charm of related events for some readers and the disinterest in the book for others. A child who will mature in the second millennium could certainly marvel at the simpler, slower pace of the 1920s and 1930s. Another young reader accustomed to the stimulation of the information age may not read beyond the first chapter. The book's most interested audience will be the people who shared these times and this place. *Growing up in Raleigh* would be a social history resource in an elementary or middle school and a trip down memory lane for certain patrons of public libraries.

— Juanita Winner, Wrightsville Beach Elementary School

OTHER PUBLICATIONS OF INTEREST

In *See Rock City: A Story Journey Through Appalachia*, Donald Davis spins more of the delightful, folksy stories about boyhood in Sulphur Springs, North Carolina, that first charmed readers in *Listening for the Crack of Dawn* (1990). (1996; August House Publishers, PO Box 3223, Little Rock, AR 72203; 247 pp; cloth, $22.95; ISBN 0-87483-448-1; paper, $12.95; ISBN 0-87483-456-2; audiobook, $12.00; ISBN 0-87483-452-X.)

To Make My Bread, Grace Lumpkin's novel (originally published in 1932) about Appalachian mountaineers driven to work in the milltowns by hard times, has been reissued in the University of Illinois Press series, The Radical Novel Reconsidered. It is considered to be one of the major works on the Gastonia textile strike. (1996; University of Illinois Press, 1325 South Oak St., Champaign, IL 61820; xliii, 384 pp; paper, $14.95; ISBN 0-252-06501-8.)

Michael McFee, professor at UNC and editor of the fine anthology *The Language They Speak is Things to Eat: Poems by Fifteen Contemporary North Carolina Poets*, has published his fifth collection of poetry, *Colander*. His intelligent and unpretentious poems evoke the lives of working Carolinians, campus scenes and politics, and homely instruments like elevators, address books, pencils, and clotheslines. (1996; Carnegie Mellon University Press, Box 21, 4902 Forbes Ave., Pittsburgh, PA 15213-3799; 80 pp; cloth, $20.95; ISBN 0-88748-224-4 ; paper, $11.95; ISBN 0-88748-224-4.)

The sixth and final volume of the *Dictionary of North Carolina Biography*, edited by William S. Powell and containing 456 entries in the letters T - Z, completes the most comprehensive state project of its kind. Dr. Powell has worked on the *Dictionary*, which includes the first detailed biographical information for many of the individuals profiled, since 1971, with the help of approximately 1,500 volunteer contributors. (1996; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; vii, 302 pp; cloth, $49.95; ISBN 0-8078-2225-6.)

A Boat For All Seas: The Simmons Sea-Skiff will charm boating enthusiasts and local historians. Written to accompany an exhibition at the Cape Fear Museum in Wilmington by guest curator David W. Carnell and museum curator Barbara Rowe, this is a brief account of T.N. Simmons's outboard motorboat, which he built in his Myrtle Grove shop between 1950-1972. Adaptable for use in lakes, rivers, salt marshes, or the ocean, the Simmons Sea-Skiff has been a favorite recreational boat all along the East coast. (1995; Cape Fear Museum, 814 Market St., Wilmington, NC 28401-4731; 32 pp; paper, $7.00; no ISBN.)

History collections in the state also will be enriched by *Postcards of Old Wayne County, NC*, compiled by Sarah Manning Pope and Emily Newman Weil. It features full-sized, color reproductions of picture postcards from Wayne County during the period 1905 to 1950, each with a descriptive paragraph. (1995; Wayne County Historical Association, PO Box 665, Goldsboro, NC 27533; 67 pp; paper, $20.00 plus $3.50 shipping and handling; no ISBN.)
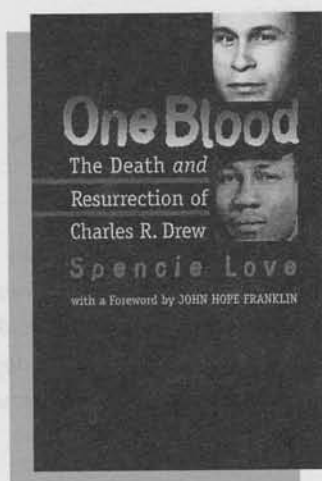
In *One Blood: The Death and Resurrection of Charles R. Drew*, Spencie Love traces the story of the famous black scientist Dr. Charles Drew. A pioneer researcher on the use of blood plasma, Dr. Drew died in 1950 after an auto accident in rural North Carolina. Although he was treated at Alamance General Hospital, rumors quickly spread that he had died because a whites-only hospital had refused him treatment. The author traces the origins of these rumors, in the context of segregation. (1996; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; xix, 373 pp; cloth, $29.95; ISBN 0-8078-2250-7.)

Harriet Hill tells the heartbreaking and uplifting story of the death of her teenage son and the support she found in faith, family, and friends as they all grieved for him in *For the Love of Robert*. (1995; Marblehead Distributing, 2408 Ridge Rd., Raleigh, NC 27612; vi, 113 pp; cloth, $12.00; ISBN 0-943335-05-1.)

True crime collections will have to have *Deadly Goals: The True Story of an All-American Football Hero Who Stalked and Murdered*. Wilt Browning, sports columnist for the Greensboro *News & Record*, painstakingly traces the sordid path (marked by steroid-boosted body-building and unpredictable rages) of Pernell Jefferson from his home in Benson, North Carolina, to football stardom at Guilford College, to washing out after a brief training stint with the Cleveland Browns. Along the way he charmed numerous women, only to degenerate into jealousy, abuse, stalking, and eventually murder. (1996; Down Home Press, PO Box 4126, Asheboro, NC 27204; 240 pp; cloth, $21.95 plus $2.00 shipping and $1.12 North Carolina sales tax; ISBN 1-878086-55-3.)

A guidebook for public libraries with outdoors-loving borrowers is James Bannon's *North Carolina: A Guide to Backcountry Travel & Adventure*. He covers the state's parks, forests, swamps, lakes, mountains, and wilderness areas in detail, providing directions for accessing the areas and contacts for maps and information where available, and describing outdoor activities to be enjoyed. (1996; Out There Press, PO Box 62092, Durham, NC 27715; xviii, 386 pp; paper, $16.00; ISBN 0-9648584-0-1.) John Hairr concentrates on history in *From Mermaid's Point to Raccoon Falls: A Guide to the Upper Cape Fear River*. (1996; Averasboro Press, PO Box 482, Erwin, NC 28339; 123 pp; paper, $9.95 plus $1.00 shipping and handling; ISBN 1-888879-50-5.)

Civil War collectors should notice *Guns for Cotton: England Arms for the Confederacy*. Thomas Boaz offers an account of the blockade runners who supplied the Confederacy following the blockade of Southern ports ordered by President Lincoln in April 1861. Little attention is paid in this account to North Carolina's blockade runners, or to the role of Governor Vance. (1996; Burd Street Press, PO Box 152, Shippensburg, PA 17257; 86 pp; paper, $9.95; ISBN 1-57249-004-7.) Lee Jacobs of Salisbury has compiled personal accounts of Civil War soldiers, officers, and civilians in *Cry Heart*, to help modern Southerners appreciate the heroism and sacrifices of their forefathers. (1995; John Culler & Sons, PO Box 1277, Camden, SC 29020; 424 pp; cloth, $29.95; ISBN 1-887269-06-1.)

Empowering Managers and Leaders in Times of Change and Transition:
A Videography

by *Plummer Alston Jones, Jr.*

Teachers and consultants responsible for training and motivating current managers and potential leaders are the intended audience for this videography. While many of the videos selected for inclusion were produced for business and industrial personnel, still others were produced solely for librarians. All contain information that will be useful in any management setting. They are also appropriate for library school courses in library administration and management and continuing education workshops for school, public, and academic librarians. All have been used in actual teaching situations with enthusiastic response from the participants.

Anderson, Kare. *Getting What You Want: How to Reach Agreement and Resolve Conflict Every Time.* Towson, MD: ALA Video/Library Video Network, 1993. $95 (10% discount for ALA members). 19 minutes. 1-800-441 TAPE

> Kare Anderson gives practical advice which is applicable in any confrontational situation. Believing that it is natural for people to resist change, which often leads to conflict, Anderson presents her own philosophy that the best way to make people comfortable with change is to show that people or groups they admire have already done something similar. Anderson gives many insights and hints about how to respond positively and effectively in confrontational situations involving angry and sometimes irrational individuals.

Barker, Joel Arthur. *The Business of Paradigms.* Burnsville, MN: ChartHouse International Learning Corporation, 1990. $895. 38 minutes. 1-800-328-3789

_____. *The Power of Vision.* Burnsville, MN: ChartHouse International Learning Corporation, 1990. $895. 30 minutes. 1-800-328-3789

> The old adage that "you get what you pay for" is abundantly true for these tapes produced by Joel Arthur Barker in conjunction with ChartHouse International Learning Corporation. Barker, an avowed and ardent futurist, introduces his philosophy of leadership and management in an informative and polished presentation.
>
> Barker's scripts and scenarios engage viewers as active participants in much the same way that Edward R. Murrow's interviews gave viewers that "you-are-there" feeling. Viewers are transported to exotic and dramatic settings from Venice, Italy, and Neuchatel, Switzerland, on the one hand, to Auschwitz, Poland, on the other.
>
> The central concept of both videos is the philosophy that change in organizations and individuals is positive, if anticipated and planned. The first mentioned video demonstrates that models or paradigms of thinking about organizations are changing; the second espouses the philosophy, based on the teaching of Victor Frankl and others, that organizations and individuals with a positive vision of the future are successful in their endeavors when those without vision fail.

Bissell, Ben. *The Manager's Balancing Act: Paradoxical Management.* Richmond, VA: W. R. Shirah, 1991. 44 minutes. 804-272-1979

_____. *Managing Change and Transition.* Richmond, VA: W. R. Shirah, 1991. $251. 44 minutes. 804-272-1979

_____. *Pitfalls to Avoid in Dealing with Difficult People.* Richmond, VA: W. R. Shirah, 1991. 804-272-1979

Holding the doctorate in psychology, Ben Bissell is a much-sought-after consultant and engaging workshop leader. These tapes are recordings of presentations in front of audiences composed of participants in his workshops.

Bissell reminds the viewer of a cross between the standup comic and the televangelist as he consistently elicits smiles, even laughs, nods of approval, and enthusiastic applause, from his audiences, both on screen and off. His philosophy, while based largely on a commonsensical approach to human resources management, is nevertheless built on a sound understanding of psychology and extensive observation of human nature at its best and not so best.

Bissell believes that change is a S.E.E. (significant emotional event) that must not be ignored in individual lives and organizational settings. Change can be positive when employees are empowered and taught how to cope. The power of communication at all levels of the organization is emphasized.

Coping with Change. Towson, MD: ALA Video/Library Video Network, 1993. $130 (10% discount for ALA members). 22 minutes. 1-800-441-TAPE

Professional actors and practicing librarians team up to help library managers lead their staffs through changes in the workplace. A six-step plan for coping with change is suggested:
(1) define the situation
(2) recognize the impact
(3) set a goal to be achieved
(4) explore your options
(5) make decisions
(6) evaluate and adapt

After a brief discussion of the purpose of each of the six steps, feedback from library managers in library settings where change has been successfully managed is shared.

A Library Survival Guide: Managing the Problem Situation. Towson, MD: ALA Video/Library Video Network, 1986. $130 (10% discount for ALA members). 21 minutes. 1-800-441-TAPE

Intended as a vehicle for problem solving and decision making in the public library setting, this video sets up problem situations for viewers to solve. The video has several "stop tape" sections where there is a period for groups to discuss their reactions to the scenarios and to offer potential solutions. Experts in librarianship, law, mental health, and law enforcement give valuable insight into ramifications of different solutions to the problem situations.

Lustberg, Arch. *Controlling the Confrontation: Arch Lustberg on Effective Communication Techniques.* Towson, MD: ALA Video/Library Video Network, 1989. $99 (10% discount for ALA members). 44 minutes 1-800-441-TAPE

Arch Lustberg, a communications expert and consultant, gives hints to an audience of librarians on how to communicate the mission, goals, and objectives of the library effectively in what could turn out to be a hostile confrontation with irate or frustrated patrons and the inquisitive, sometimes accusative, media. The focus of the tape is on the public library setting, but much of the content is relevant to school and academic libraries also.

Merritt, Connie. *Total Quality Management in Libraries.* Towson, MD: ALA Video/Library Video Network, 1994. $99 (10% discount for ALA members). 26 minutes. 1-800-441-TAPE

Connie Merritt, a former critical care nurse and public health director, is currently an international speaker on business and industry trends that are relevant to the private and public sectors. She presents the essential goals of Total Quality Management (TQM) and demonstrates how effective implementation of TQM can guide the library in a unified effort to deliver excellent resources and services.

1996 NCASL CONFERENCE

Balancing Our Information Future

AUGUST 7-9, 1996
MARKETSQUARE CONVENTION CENTER
HIGH POINT, NORTH CAROLINA

Preconferences, Wednesday, August 7, 1996

9:30 - 4:00:

The Delicate Balance: Multiculturalism and Its Resources
Co-sponsored by NCASL with The Public Schools of North Carolina and the NCLA Children's Services Section

Keynote Speaker:
Joseph Bruchac, well-known storyteller and author of such exciting teacher resources as *Keepers of the Earth* and *Keepers of the Animals*, as well as children's books like *Thirteen Moons on a Turtle's Back*, *The First Strawberries*, and *A Boy Called Slow*.

Sessions:
- Building a Technology *and* Print Multicultural Collection
- Finding the Best: Choosing Resources to Tell Each Child's Story
- Weighing Our Options: Technology, Books, or Both
- Opening the Doors: Inviting Community Participation

1:00 - 4:00:

F.L.I.P. for Information Skills
presented by Alice Yucht, Rutgers University and *Technology Connection*

NCASL Conference

Keynote Speakers Thursday, August 8, 1996:

Technology humorist **Alice Yucht** from Rutgers University, who is on the editorial board of Technology Connection from Linworth Publishing. Her topic will be L.I.B.R.A.R.Y P.O.W.E.R...Pep Rally for School Librarians. She also will be doing a 45-minute session on Thursday entitled "Library 101."

Wil Clay, African-American children's book illustrator, storyteller, artist, sculptor and graphic designer, will be doing two 45-minute presentations on Thursday. His book, *The Real McCoy: Life of an African-American Inventor* will be available for purchase.

Featured Speakers August 9, 1996:

Floyd Cooper, illustrator of *Grandpa's Face* by Eloise Greenfield; *Brown Honey in Broomwheat Tea, Jaguarundi* by Virginia Hamilton, and *How Sweet the Sound* by Wade and Cheryl Hudson. He is recognized nationally as an superb speaker as well as artist.

The keynote speaker for the Friday luncheon will be the editor of *Omni* magazine, Greensboro native, **Keith Ferrell**.
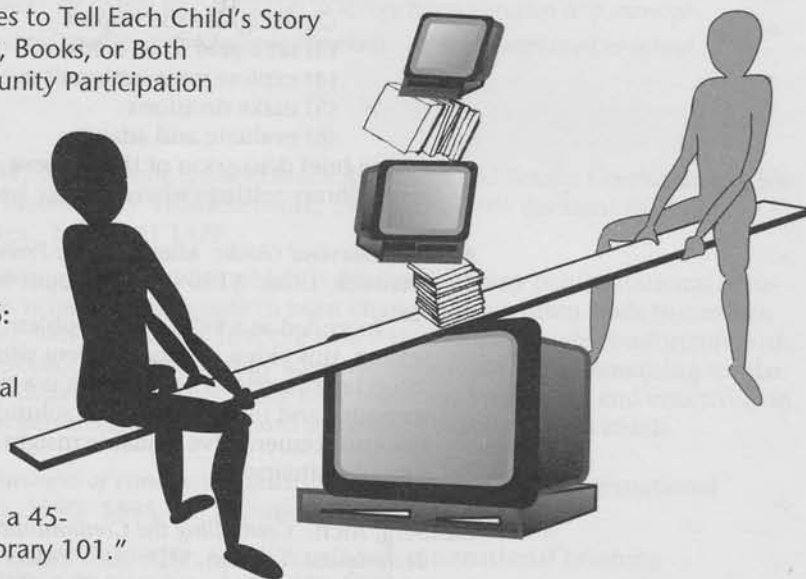
Continuing Education Credit will be offered for this conference

North Carolina Library Association
Minutes of the Executive Board

April 26, 1996

On April 26, 1996, the NCLA Executive Board met at the Graham Public Library.
Margaret Blanchard, Library Director, welcomed the board and provided refreshments.
These minutes from the meeting will be voted on at the next meeting of the Executive Board.

President's Report
President Fergusson called the meeting to order and introduced Marsha Wells, the new NCLA Administrative Assistant. He distributed a draft of the Personnel Policy and requested input from the board. President Fergusson also reported that the membership renewals are coming in slowly, but the Membership Committee has developed some innovative plans to mount a membership campaign.

President Fergusson distributed a memo to the board which commended Christine Tomec for the work that she did during her tenure as NCLA Administrative Assistant. The memo also detailed the process used to hire Marsha Wells as the new Administrative Assistant.

Minutes of the previous meeting were approved after some minor corrections.

Treasurer's Report
Wanda Cason was unable to attend the meeting due to family medical reasons, but a Treasurer's report was distributed. Robert Burgin asked about the profits from the conference. President Ferguson reported that the final details were not complete, but it appears that we did not make as much money as we had hoped.

Nancy Fogarty asked about the tax refund from 1993. Marsha Wells said that the refund was not shown in the Treasurer's report which was distributed. Also the cost of the computer for the treasurer was not included yet.

When asked about the possibility of increasing subscriptions and income

from *NC Libraries*, Frances Bradburn said that for a couple of issues of the journal we did not have an ad manager. Also, a couple of large vendors canceled their ads in journals throughout the nation, including *NC Libraries*.

Nancy Fogarty asked about the $65,000 in non-budgeted items in the Treasurer's report. Gwen Jackson said it was a pass-through for grants which the State Library administered.

Susan Adams raised questions about figures for Children's Services. President Fergusson asked her to discuss the problem with the Treasurer.

Marsha Wells reported that the new accounting software will be installed in June and this will improve financial tracking and reporting.

Administrative Assistant's Report
Marsha Wells reported that membership is down to 1541. There are 150 new members but 597 members have not renewed.

President Fergusson said that additional memberships will probably come in as a result of NCASL's conference. He said that the membership is also down because members have not yet adjusted to the new annual membership process.

Section and Round Table Reports
Children's Services Section
Beth Hutchison reported that the Section is working on a seminar to be held Oct. 21 & 22 at Brown Summit. The focus will be on different aspects of storytelling in the library.

College and University Section
Kathryn Crowe reported that the Academic Curriculum Librarians Interest Group is holding a workshop on May 14 in Raleigh. The topic is integrating technology into the curriculum. The Section will sponsor a workshop on October 18 at UNC Charlotte. The topic will be the collaboration on technology between librarians, faculty and computer center staff.

Documents
Cheryl McLean reported that one of the issues that their upcoming workshop will address is the potential impact of the planned transition to a more electronic Federal Depository Library Program by the end of FY 1998.

Library Administration and Management Section
Robert Burgin reported that the Section's board has discussed plans for a fall 1996 workshop.

North Carolina Association of School Librarians
Karen Perry reported that the Battle of the Books Committee has released its 1997 list of 25 titles that will be featured in the local and regional Battle of the Books programs. The Children's Book Awards selection was made by thousands of children across NC who voted for their favorite nominee during the month of March. The award for K-3rd Grade went to **Man Who Tricked a Ghost** by Lawrence Yep. The award for 4th-6th

grade went to **My Teacher Fried My Brain.** She also announced that the NCASL conference will be held August 7-9, 1996 in High Point.

Public Library Section
Sylvia Sprinkle-Hamlin reported that the Section's board reviewed the previous Biennial Conference and determined that the sessions sponsored by the Public Library Section were successful.

Reference and Adult Services Section
Stephen Dew reported that the RASS board set these goals for the new biennium:

1. To help members grapple with policy issues relating to new technology.
2. To promote understanding of the new technology and its effective use in reference adult service.
3. To strengthen and enrich our membership.
4. To increase cooperation with other sections of NCLA

They also discussed the need for a NCLA web page.

Resources and Special Services Section
Janet Flowers reported that Lori Drum has replaced Beth Gibbs as Secretary/Treasurer. They are planning a fall workshop entitled "The Interconnected Information Environment: Perspectives from Resources and Technical Services" on September 27 at the Friday Center. The Section is also planning a to conduct a membership survey.

New Members Round Table
Sondra Oakley reported that they are planning a workshop on searching the World Wide Web for August 2 at Forsyth Technical Community College.

NC Library Paraprofessional Association Round Table
Renee Pridgen reported that the they have arranged for Appalachian State University to be a link site for the "Soaring to Excellence II" teleconference. Also, regional directors are establishing contact people throughout NC, concentrating on academic and special libraries.

Round Table on Ethnic Minority Concerns (REMCo)
Sheila Johnson reported that REMCo is planning to publish two newsletters. The committee also plans to host a workshop in the fall of 1996.

Round Table on the Status of Women in Librarianship
Betty Meehan-Black reported that the Spring issue of MSMANAGEMENT will include a Fabulous Ideas Contest. The contest will provide ideas for future workshops, newsletters and speakers. They will print four issues of MSMANAGEMENT.

Committee Reports

Conference Committee Report
Beverley Gass reported that the committee had contacted the Convention and Visitor's Bureaus in Charlotte, Greensboro, Raleigh and Winston-Salem. Based on the information gained from the bureaus, the committee selected Winston-Salem as the conference site.

Beverley Gass made a motion that the 1999 NCLA Biennial Conference be held in Winston-Salem at the Benton Convention Center and Radisson on September 21-24, 1999. Gwen Jackson seconded the motion. The motion was carried.

Beverley Gass also made a motion that the 2001 NCLA Biennial Conference be held in Winston-Salem at the Benton Convention Center. Robert Burgin seconded the motion. The motion was carried. The Board agreed that NCLA and NCASL should attempt to negotiate a four-year contract in order to get better hotel rates.

Constitution, Codes and Handbook— Ross
The committee met and approved the appropriate changes to the handbook as they had been mandated by the NCLA Executive Board. These changes included bylaws amendments, new financial procedures, information about the listserv, and membership. The committee prepared a motion which was offered by Beverley Gass, stating that the Conference Handbook be added as an appendix to the NCLA Handbook and that the Conference Committee keep the handbook up-to-date. The motion was seconded by Frances Bradburn and approved by the board.

Finance Committee
The committee has been charged to "develop centralized accounting of all NCLA funds through application of the principles and practices of fund accounting and at the same time guaranteeing protection for section control of their portion of dues and other revenues that sections generate." The committee has concluded that cash basis accounting is acceptable to auditors and the IRS if checks and controls are deemed adequate and complete records are available.

An accountant will be hired by fall 1996 to handle the 1997-1998 Biennial Budget. The 1995 IRS 990 will be completed by Thomas McDaniel, CPA.

The Committee recommends that Sections should not be charged for the Administrative Assistant's time. The Committee also distributed forms to Chairs of Sections and Committees soliciting input for the 1997-1998 Biennial Budget. Financial Procedures for Operating Funds will be implemented beginning July 1, 1996. Pauletta Bracy made a motion to make the NCLA rate for mileage the same as the IRS rate for travel expenses. Renee Pridgen seconded. The motion was carried.

Governmental Relations
John Via reported that he asked NCLA members to support National Library Legislative Day on May 7. He also reported that the Governmental Relations committee is interested in working with other NCLA committees and sections on legislative issues.

Intellectual Freedom Committee
Gene Lanier reported that as the Chair of the Intellectual Freedom Committee he has been asked to make a number of presentations recently. He also assisted in writing and revising a new interpretation of the Library Bill of Rights on access to electronic information. He has received a number of requests for assistance from libraries throughout North Carolina as well a throughout the nation. He distributed a list of books that have been challenged in North Carolina recently.

Literacy Committee
Pauletta Bracy asked Steve Sumerford to discuss the potential grant for adult literacy which will be awarded to some NC public libraries. He said that the final decision will not be made until June, but the Lila Wallace Reader's

Digest Fund has received proposals from four NC libraries for grants ranging up to $250,000.

Marketing and Publications Committee
Richard Wells reported that the committee is planning a workshop on creating effective publications. The major emphasis of the committee is to plan a state wide media campaign that can serve all of NC libraries. The committee requests that all NCLA publications carry the NCLA logo.

Scholarships Committee
Edna Cogdell reported that scholarship information packets have been mailed to all of the library schools and the Financial Aid Directors at NC colleges and universities. Seventeen applications have been requested.

Special Projects Committee
About $7000 is budgeted for this year for special projects and workshops.

North Carolina Libraries
Frances Bradburn announced that the following people have been added to the board: Kevin Cherry, Mel Burton, Bill Fietzer and Diane Kester. The theme of the Summer 1996 issue is "Leadership in Libraries" and the board has selected themes for all of the issues through 1998.

ALA Councilor
Martha Davis reported that she would like items for the NCLA chapter booth at the ALA conference. She also noted that NCLA is very respected by the leadership of ALA.

She requested that we send our contribution as budgeted for Freedom to Read.

Southeastern Library Association
Nancy Clark Fogarty reported that the SELA Executive Board met in Atlanta on March 1, 1996. President Joe Forsee presided. The primary agenda item was a discussion of the future of the Association. A motion to dissolve the Association following the biennial conference in October failed. A motion was made and passed for President Forsee to appoint an ad hoc Future Directions Committee to report to the Board prior to July 15, 1996. The next conference will be October 22-26 in Lexington, Kentucky.

Task Force to Study Governance
Dr. Marilyn Miller reported. The task force was charged to "study the present structure of the NCLA Executive Board in light of equitable representation of the five library types representing NCLA." The task force made the following recommendations:
(1) The Board of Directors of the NCLA shall consist of the following voting members :president, vice-president, secretary, treasurer, past president, three regional directors and elected chairs of the College and University Section, the Community and Junior College Section, NC Association of School Librarians, Public Library Section and the Public Library Trustees and Friends of Libraries Association. The non-voting members with privileges of the floor are chairs of other sections, committees and roundtables, ALA Councilor, SELA Representative and the editor of *North Carolina Libraries*.
(2) A comprehensive orientation should be developed and standardized.
(3) A task force should be appointed to develop a plan for leadership training.
(4) The board should improve internal communication.
(5) Conduct a self study of the board to look at various aspects of the way the board conducts its work.

Dave Fergusson commended the task force for the extensive work they have done and he suggested that we set up small groups to study various key sections of the report.

Frances Bradburn suggested that we take recommendations #1 and #5 back to our boards, sections, etc. for more discussion and that we also put the Taskforce's report on the NCLA listserv.

President Fergusson requested that we meet at 11:00 A.M. for an abbreviated business meeting on August 7 and then discuss the recommendations from the Governance Task Force from 1:00-4:00. Beverley Gass suggested that we should have a small group facilitator for the meeting.

President Fergusson appointed a study group to address recommendation #2 dealing with board orientation. The committee will be a New Members Round Table representative, Betty Meehan-Black , Barbara Akinwole, Steve Sumerford and Gwen Jackson.

New Business
Steve Dew made a motion that NCLA establish a web page; Robert Burgin seconded. The motion carried. Sue Cody was appointed to investigate setting up the web page.

—Submitted by
Steve Sumerford, Secretary

EDITORIAL STAFF

NCLA North Carolina Library Association

Use the application below to enroll as a member of the North Carolina Library Asssociation or to renew your membership. All memberships are for one calendar year. THE MEMBERSHIP YEAR IS JANUARY 1 THROUGH DECEMBER 31. If you join during the last quarter of the year, membership covers the next year.

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- **CONTRIBUTING** (Individuals, Associations, and Firms interested in the work of NCLA) $100

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___ Public Library Section
___ Reference & Adult Services Section
___ Resources and Technical Services Section
___ New Members Round Table
___ NC Library Paraprofessional Association
___ Round Table for Ethnic Minority Concerns
___ Round Table on Special Collections
___ Round Table on the Status of Women in Librarianship
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NCLA

New from North Carolina

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Foreword by Wilma Dykeman
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Summer 1997 Library Construction and Design
Phil Barton, Guest Editor

Unsolicited articles dealing with the above themes or any issue of interest to North Carolina librarians are welcomed. Please contact the editor for manuscript guidelines and deadlines.